

UBEA
Business Education

Forum

APRIL, 1956
VOL. X, NO. 7

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- DISTRIBUTIVE OCCUPATIONS
- TYPEWRITING
- TEACHING AIDS
- BOOKKEEPING
- GENERAL CLERICAL
- RESEARCH
- BASIC BUSINESS
- OFFICE STANDARDS
- THE FUTURE BUSINESS LEADER

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION



“Last year, I wore an ape’s head to typing classes”

Edna: But Cathie, didn’t you look peculiar?

Cathie: I certainly did! But then I *felt* peculiar. Frustrated, if you know what I mean.

Edna: Frustrated I buy. But how come?

Cathie: I was teaching electric typing. The classes weren’t learning. I couldn’t teach on the machines we had.

Edna: I see. But why the ape’s head?

Cathie: The ape’s head? That’s easy. I was going nuts anyway. So I decided I might as well look the part.

Edna: But how come you gave up wearing the . . . er . . . costume?

Cathie: Nothing could be simpler. We got in a batch of new Royal Electrics. And what a *difference!* To begin with they have five distinct advantages—the repeat keys for example—which make them easier to learn on and as easy to teach on as rolling off a log.

Edna: How’s that?

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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In This Issue

► An expanding population has complicated the problems of distribution. The five articles in the Feature Section of this issue (pages 7-18) describe procedures and techniques which will be read again and again by persons who are keeping abreast of the times.

► More down-to-earth ideas will be found in the Services Section of this issue. The contributors are concerned with materials and methods to make classwork more interesting to both teachers and students.

► Our massive and complex economy demands the provision of adequate economic education for everyone. UBEA members who attended the recent convention in Chicago will agree that the theme, "Business Education and Economic Competency," provoked thought and produced much stimulation. A brief report of the convention will be found on pages 33-34 in this issue.

► What the affiliated associations are doing (pages 35-36) always makes good news. The list of affiliated state and area associations is included in this issue.

► The Mountain-Plains Business Education Association, a Region of UBEA, does things in a big way. The condensed program for the fifth annual convention appears on pages 38-39 in this issue. A hearty invitation to attend this conven-

Editor: Distributive Occupations Section
PETER G. HAINES
Michigan State University
East Lansing, Michigan

Adaptations in Education for Distribution

"WE LIVE IN A DYNAMIC ECONOMY". . . "Distribution—a dynamic career for men and women". . . Yes, dynamic seems to be a popular word today, a term apparently suited to the aggressive nature of the field of distribution as it adjusts and flexes with the demanding consumption and production groups both in this country and around the globe. But, if distribution as a phase of our economy may be truly characterized as dynamic, changing, and adapting, then, so must the occupational training for it.

Are we in an era of an education economy? One of our contributors introduces many business educators to this new term—education, a phrase that describes an economy in which distributive agencies and personnel create demand, one wherein consumers draw out products by asking for them, rather than an era in which the producer dumps products on the market of scarcity.

If distribution is truly dynamic and if the latter half of the Twentieth Century is indeed the era of an education economy, then distributive education faces new challenges, forces which demand at both the secondary and adult levels new approaches to education for distribution.

The contributors for this issue, all high-level personnel, prescribe no radical changes, but, as leaders, suggest developments designed to help distributive education adjust to a changing economy. Adaptions described would seem to emphasize an educational philosophy which suggests:

1. Cooperation with other vocational training services is necessary to meet the needs of students in the smaller high schools and communities so very prevalent, perhaps dominant, in many states.
2. Harmony and cooperation is desirable and possible between both vocational phases of business education.
3. Distribution, because it is dynamic, demands that educators recognize the values of pusher education programs, such as textile clinics, to meet the needs of adult workers whose skills and information become rapidly outdated by technological change.
4. As the size of the farm increases and opportunities for individual farm ownership diminish, the problem of training rural youth for non-farming careers becomes one of paramount importance.
5. Increased opportunities in general selling (outside selling) suggest new adaptations of the cooperative part-time program to this major phase of distribution.

From recognition of such demands for reshaped occupational training patterns will emerge improved and expanded training for distribution.—PETER G. HAINES

tion is extended to business teachers in all regions. The UBEA membership card is your credential.

► FBLA chapters from coast to coast are opening doors for good school-community relationships. Some of the sections and pictures from the report submitted by one of the chapters are reproduced on pages 41-42 of this issue. Other

high school and college chapters are conducting projects that are equally spectacular.

► Don't forget to Clip 'n Mail the coupons in this issue. New brochures are offered more frequently than we think. In making requisitions for new equipment and textbooks, use the FORUM to guide your selections.—H.P.G.

Underwood Bulletin Board



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THE Forum

Wanted!—More Spokes and Spokesmen for Distributive Education

If you want to win races these days, in the market or on the track, you do not put unhewn spokes in your wheels.

By L. T. WHITE
Cities Service Petroleum, Incorporated
New York, New York

ON A BACK STREET in the Chinese quarter of Honk Kong there is a craftsman who makes camphorwood boxes with dragons and lotus blossoms carved on them. He loves his work and turns out many beautiful and unusual products, but very few tourists ever wander down his alley and business isn't so good.

He is working on the sidewalk now because his workshop-home is jammed to the ceiling with beautiful, unusual, unsold camphorwood boxes. He can carve dragons and lotus blossoms with the best of them, but unfortunately he doesn't know about the other half of the business picture—distribution.

A similar problem of great current interest exists here at home. Our dairy, wheat, and hog farmers have demonstrated a remarkable ability to produce, but they cannot sell at volume and values high enough to make farming pay. Because of their inability to create sufficient demand for their goods, the government has to do the buying. Like our Chinese friend their distributive education has been neglected.

Evolution, Distribution, and Prosperity

This great force of distribution, that is as important in Hong Kong as it is in Kansas, probably got started long before man began writing a history of himself. In fact, trade and commerce impelled men to invent the first system of marks for arithmetic and accounting and the first alphabet so words could be known by strange customers. In the eighteen hundreds, though, commerce was still primitive. The hardest job the early American distributor had was transporting his goods to the consumer.

Once he got them over the rivers and through the Indians to the settlements, it was easy. "Want to buy an ax?" he would ask; the consumer would say "Yep!" and the deal was closed, leaving the rest of the day free for finding another man who would surely need an ax to hack his way forward.

If you draw a wagon wheel on a sheet of paper you have a reasonably good skeleton diagram of the economy

of any one product. There are three main parts to the wheel: the hub, which represents the producer; the rim, which represents the consumer; and the spokes, varying in size and number from wheel to wheel, which represent distribution.

In a *production* economy the impetus for trade comes from the producer at the hub, who pushes goods out along the spokes to the consumers at the rim. Demand is greater than supply, and the producer controls commerce. Such conditions prevailed in pre-democracy days—when one man ruled all. The "caveat emptor" principle prevailed—hence, production economy.

Some called them the "good old days." Demand so far exceeded supply then, that a producer could turn out any old sort of product and be reasonably sure that the commodity-hungry market must buy. He seldom thought about sharper and stronger axes.

In scarcity days the producer was king, the consumers were "in waiting" (sometimes waiting for years), and distribution people were little more than peddlers. Their function was largely transportation.

Times have certainly changed. From those days of *production* economy, characterized by a demand that greatly exceeded supply, a lack of choice for the consumer, a total absence of what we now call service, and a deficiency of competition, we have moved gradually into an era in which all of these inadequacies will be remedied, an era of *education* economy.

There is no need to draw a new wagon wheel. The old one will do if some of the arrows are pointed in the opposite direction. In an economy of *education* the impetus comes from outside, from the rim; goods, rather than being pumped out from the center, are taken by the consumer. This is nature's way. It resembles the sun which draws as it warms and energizes as it enlightens.

Until a demand is created for a product, there will be no production. But as fast as distribution personnel, the indispensable spokes in our economic wheel, can create demand through sales, service, packaging, and marketing, production will satisfy the need.

This intense competition for the approval of the consumer means a wider choice, falling prices, rising qual-

*Mr. White is manager of business research and education with Cities Service Petroleum.

"In the future more than half of all the labor force will engage in distributive occupations."

ity, increased service, decreased dangers of overproduction, and better, happier lives for everyone. It means a balanced, steady economy in which the consumer rather than the producer is king and distribution people are the powers behind the throne.

To bring the promises of this new economy of education to full fruition, many opinions concerning distribution will have to be revised and the whole system to some extent reoriented. Obviously there will be a need for many new faces in the ranks of distribution. In the future more than half of all the labor force will engage in distributive occupations.

Quality, too, must be improved. Men entering distribution in our new education economy should be professionals trained in human relations. They will have to be experts in small business management so that their customers and employers will both profit. Ideally, they should also be headed for proprietorship themselves, so that, as the economy swells, there will be experienced, able, and interested personnel to take advantage of the opportunities that will appear. Perhaps most important of all, they must be capable, willing, and proud to give better service to their customers, their community, and their nation.

When this trend toward more highly skilled distribution was first noticed, businessmen tried to solve the problem themselves through private programs, particularly in sales. The results were fairly good, but the programs reached too few people too late in life to satisfy the steadily growing demand. Then business had a sudden and perhaps overdue realization.

If you want to win races these days, in the market or on the track, you do not put unhewn spokes in your wheels. You want trim, polished, finished products, fashioned out of the best material available by expert craftsmen.

Distribution leaders now turn to you, the expert craftsmen of the business education field, to fill the growing demands for young men and women who will be masters in persuasion.

Many cooperative projects have been sponsored jointly by education and business. The prime example is distributive education, the particular phase of business education to which this issue of the FORUM and the careers of some of its readers are devoted.

Today's high school student interested in distribution can, in many high schools, avail himself of a valuable two-part package: instructors to explain the fundamentals of economics and its American practice, plus local businessmen to help him apply this information in life situations.

Thirty thousand students now in high school have chosen distributive education, but three million would be more like it. To make our education economy work we

need substantial increases in distributive education, and again business turns to the American business educators. Your education and experience in making the complex understandable can explain the distributive education system, and your authoritative support can make it grow.

It Looks Good, But . . .

As a business educator you may be justifiably skeptical. True, you would be helping the economy of the nation by supplying the properly trained personnel it needs. Society, too, would benefit from the innovations, greater and more helpful services, increased business efficiency, and lowered costs that these skilled men could effect.

You would be doing your community a service, also. Some cities grow and prosper; others shrivel, die, and decay. The difference is usually the attractiveness of the community as a place in which to live and build industries, and the attractiveness of a city depends largely on the civic pride of its residents.

This means more than trimmed lawns and white picket fences. It means the pride that service station operators, restaurant owners, merchants, and other small distributive businessmen take in their profession and the work of serving others. If they are cold, inept, and insensitive to the welfare of their customers, the community will be unpleasant. If they are prepared to deal with people in a competent way, to give interested service and take pride in doing it, the community will be attractive.

Your community can be made more attractive by giving your future small businessmen a distributive education course in their high school. To what can a student look forward if he chooses to enter distribution, and why should you encourage him to do so?

What About the Individual?

The benefits of a distributive education course for the individual student can best be described by assuming that you have helped a student make his decision to enter the course or are actually instructing him yourself. By taking such an active part in the distributive education program, you can give your student a multitude of things. A big one, as odd as it may sound, is power.

You can give him earning power so that his family will be able to have the necessities, comforts, and educational and spiritual things of life. His children can go to college, his wife can have an automatic washer, and he can have a comfortable home in which to keep his family—plus a set of matched golf clubs for the weekend.

You can also give him the power to shape his own future. Advancement is based on achievement in distribution, and his progress will be limited only by his initiative once he has been given the proper basic education.

"The future looks promising. The nation is prosperous in the beginning era of education economy."

Education for distribution will give him security, too. He will never be dependent upon one job, nor will he ever have to look far for a new position. He will be free to leave for something better, move to a new location, set up a business of his own in competition with his old boss, or do almost anything he pleases because of the tremendous demand for properly trained and capable distribution personnel. A glance at the classified ads in your local newspaper will show you how true this is today.

Finally, of course, you will be giving him the satisfaction that will come from serving his society, the nation, and community.

Everybody Wins

The future looks promising. The nation is prosperous in the beginning era of education economy. This opens a period of manifold benefits for everyone with unprecedented opportunities for distribution.

For your student entering this field the prospects are more than inviting. For the American people, an education

economy plus men and women trained in the area of distribution give more helpful and friendlier service and healthier, happier lives.

For the educators who take an active part in distributive education there will be all of these benefits plus the great personal satisfaction of watching their students become valuable, responsible citizens.

While most students in distributive education will choose to stay at home and make their community busier and more attractive, perhaps one will find the answer to future surplus problems from agriculture or manufacturing. Perhaps there will even be one adventurous enough to go to Hong Kong and make a whole wheel out of that camphorwood hub with dragons and lotus blossoms carved on it.

Then we may achieve peace and goodwill among all men. Much depends on the support given the distributive education program by the business educators of America. The wheel of distribution needs more spokes—and more spokesmen.

No Magic Formula for Cooperation

By LAWRENCE T. THOMSON
Michigan State Department of Public Instruction
Lansing, Michigan

"WE HAVE HEARD a lot about the cooperation between business and distributive educators in Michigan," said a visiting vocational supervisor from a neighboring state. "What's your secret? Do you have some magic formula we might use?"

Frankly, there is no formula, magic or otherwise. If Michigan seems to have developed some slight edge, many and varied factors have played important roles over the years in bringing about closer team work among Michigan coordinators.

Cooperative Business Education Programs

One hundred and five coordinators (58 male, 47 female) operate cooperative training programs serving either the distributive or office occupations, or both. Of this number, 32 are distributive coordinators, 35 are office coordinators, and 38 are responsible for specialized education in both fields. Those in the last named group, in our terminology, are called business education coordinators to distinguish them from retailing (distributive) or office coordinators. Over 5,500 cooperative trainees—office (3,141) and retailing (2,415)—were enrolled in our cooperative occupational training program in 1954-55 in 94 high schools and 11 two-year terminal courses in junior colleges and state owned colleges.

As might be expected, a large share of the enrollment (70 per cent) was concentrated in high schools with enrollment of over 800, employing separate coordinators in the retailing and office fields. Forty-eight smaller schools also offered cooperative business education. In some small schools, one coordinator serves both areas of business education until such time as co-operative enrollments and local employment opportunities make separate coordinators in each field more appropriate.

There were also 77 high schools offering cooperative training in trade and industrial occupations to 1,763 trainees in 1954-55. In many of the larger schools there are trade and industrial coordinators exactly as there are separate coordinators of retailing and of office occupations. A number of smaller schools have cooperative diversified occupations training programs in which trainees in any of the three occupational fields (trade and industry, retailing, or office) may be enrolled on the basis of their practical work experience. Some coordinators of diversified programs are qualified retailing or office coordinators, in addition to their certification as trade and industrial education coordinators. Needless to say, any alleged cooperation between our office and retailing coordinators, goes much further and definitely takes in the trade and industrial coordinators also.

"This philosophy of local determination leaves the school free to develop its own curriculum."

Philosophy Plays a Leading Role

How these various types of cooperative occupational training programs actually operate at the local level is a story in itself, and probably not too different from that of most other states. The story is told in considerable detail in "The Community Is Your Classroom," a bulletin describing the type of programs and the appropriateness of each under varying local circumstances, minimum standards for reimbursable programs, and the responsibilities and functions of coordinators and related subject teachers.¹

This philosophy, which is basic to Michigan education, is also a foremost factor in the development of cooperation among teachers for it: (a) interprets our belief that occupational competency is one of several desirable goals in the educational process, (b) points out that educators and local citizens together must be involved in meeting local needs, and (c) recognizes that the schools and their programs of education belong to the citizens of each local community who are responsible for deciding what its school should teach.

This philosophy of local determination leaves the school free to develop its own curriculum of which cooperative training may well be a part. Since the state educational authority furnishes no prescribed courses of study or other directive materials, the coordinators develop instructional material based upon needs of individual students in their programs while exchanging information with neighboring coordinators and utilizing the consultative services of the Michigan State Vocational Office staff and the teacher trainers.

Possibly the outstanding example of this willingness to learn is the summer workshop on cooperative occupational training held annually in Leland, Michigan, an informal resort setting. Coordinators from all occupational fields mingle during the annual four-day conference in June. The program is planned democratically by coordinators elected from each occupational training field. General sessions are intermixed with problem solving workshops. No attempt is made to segregate office, distributive, trade and industrial, or diversified coordinators, for each may choose the workshops best meeting his own needs and interest. Ample unscheduled time is provided for informal exchange of ideas and procedures. The coordinators tell us the summer conference and the many friendships formed there play major roles in building better feeling.

Another important factor in the cooperation picture stemmed from the foresight of the State Board of Control for Vocational Education in 1937, when federal vocational distributive education funds were made avail-

able to states and a new division was organized in the State Office of Vocational Education. It was not named the Distributive Education Division, however, but Business Education—a name that, from the first, implied much broader and more comprehensive responsibilities.

A prominent Detroit business education teacher with a background of advertising and sales experience was brought in to organize and head the division, an appointment destined to have a telling effect on relationships between office and retail educators. Every bit as significant, as it later turned out, was his experience as coordinator of a cooperative office training program in a large Detroit high school.

In 1939 another staff member, with the requisite extensive retailing background, was added to the Business Education Division. As a balanced team, the two men gave more and more leadership to a growing number of cooperative "office practice" programs which, up to then, had been supervised and reimbursed from the Trade and Industrial Division. Reimbursement continued to come from trade and industrial education funds, but the supervisory responsibility was soon transferred to the Business Education Division by gentlemen's agreement. The new pattern established better relations between the state office and local distributive and office coordinators, but even more important, among the coordinators themselves!

Combination programs serving both retailing and office trainees under one coordinator began to take shape. Business education (retailing and office) coordinators clearly demonstrated that except for their actual classroom subject matter, coordinators, regardless of occupation served, met almost identical problems in their coordination activities. The similarities of their problems of student selection, placement, follow-up, and public relations involvement served to draw coordinators closer together. Painlessly and naturally, more cooperation resulted.

Suddenly, a few years ago, the use of trade and industrial education funds for office occupation training purposes was ruled against by the U. S. Office of Education. To meet the emergency, the State Board of Control for Vocational Education approved the use of state appropriated vocational funds to maintain reimbursement for office training programs. The other divisions of the state office willingly sacrificed part of their state vocational funds to keep business education in business. The cooperation demonstrated at the state office level was reflected in increased team work between coordinators in local communities.

Selection of coordinators also contributed to the building of a cooperative spirit among coordinators. Local administrations used excellent judgment in their choices of personnel. Many a business education teacher has

¹"The Community Is Your Classroom," Bulletin 297, Office of Vocational Education, Department of Public Instruction, Box 928, Lansing, Michigan.

"Coordinators, regardless of occupation served, meet almost identical problems in their activities."

been named coordinator based not only on professional and work experience qualifications, but also on personality factors, which more often than not make or break a coordination career.

Appointments of classroom teachers who have been on the faculty for some time tend to strengthen the position of cooperative programs. Such new coordinators enter upon their new work humbly, understand the need for continued cooperation with fellow faculty members, and strive to have the program accepted as part of the total curriculum, not some short-lived fad that has caught the fancy of local school administrators and businessmen.

The state's staff in recommending the approval of each teacher's qualifications accepts the candidate "as is" with little or no background in traditional vocational education teacher-training courses, knowing that professional vocational education courses may be taken "on-the-job" under a well developed inservice teacher-education plan.

Inservice Training Insures Cooperation

Vocational teacher education has made a wonderful contribution to the better understanding of the program, which in turn seems to have insured closer cooperation among those enrolled in the inservice teacher-education classes. Since more than one institution may be designated to offer teacher-education in a given field, confusing competition might develop. Cooperation between institutions has eliminated this possibility. Coordinators have had a choice in their selection of the institution in which to enroll for their inservice training.

Teacher-trainers from different institutions in the cooperative business occupations fields often team up in offering courses. Often, teacher-trainer visitations to local programs are made by a team of two—one from each service in order that the school administration, the faculty (including the counselors), and the co-ordinator or coordinators may discuss instructional problems of both services.

Cooperation Starts in State Office

The State Office of Vocational Education likes to think that understanding, tolerance, and cooperation, like charity, begin at home. Cooperative training involves two divisions and so to simplify matters, a cooperative training section was set up with a staff of two members—one from business education and one from trade and industrial education. There was a double intent of unifying the consultative services available and of unifying the operation and minimum standards of programs offered at the local level. In few other states, if any, would a team from the two divisions plan visits together to local communities jointly to promote and expand co-

operative programs. Such team visitations create an attitude of cordial co-existence without competitive implications.

Advisory Committees

Advisory committees at the state and local levels have fostered better understanding among employers and educators alike. Utilized for years has been a State Advisory Committee for Business Education composed of an equal number of educators and businessmen and women, representing both stores and offices. Their counsel and help in giving direction to the statewide program for business education has been invaluable. At present the committee is preparing a public relations handbook for all business education teachers.

Cooperation between educators in the business education field adds up in our book to more than a formula. It means unselfish leadership and understanding in the state office, in the local program, and in the community at large. Without it, business education would probably fail in its purpose.

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"The secret of social and business leadership is the ability to influence the attitude and actions of people."

Selling as a Career

The great opportunities for young men in general selling have stimulated school interest.

By G. HENRY RICHERT
United States Office of Education
Washington, D. C.

EACH YEAR MANY THOUSANDS of young people in high schools throughout the United States write carefully thought out essays on the subject, "Selling As a Career." From large cities and smaller communities hundreds of prize-winning essays are forwarded by local sales executives clubs to National Sales Executives in New York City, whose staff members have greatly encouraged high school and college students to seek useful and rewarding careers in selling. No better description of the importance of selling in the American economy could be found than that given by a high school student, acclaimed as a prize-winner by the Washington, D. C., Sales Executives Club and by National Sales Executives.¹

"Our free enterprise system, based on mass production, wide distribution, and fast turnover at a reasonable profit rests squarely on the broad shoulders of the selling profession. The standard of living in the United States, the highest in the world, is attributed to three American characteristics—ability to employ successfully fundamental knowledge in practical research, superiority in technology that makes each new factory bigger and more efficient than the one it replaces or competes with, and a flair for merchandising that creates new mass markets.

"The movement of the industrial goods of this nation from producer to consumer would be impossible without the salesman, the indispensable catalyst, that gives American industrial might its impetus. The genial, progressive, well-informed salesman with unshakable confidence in himself, his product, his company, and his country, is to millions the living representative of our way of life. . . .

"The salesman who bridges the gap between the producer and the consumer holds a position of responsibility and trust. He serves both, and service is the mark of a profession. If anyone is indispensable to our economic life, it is the salesman. In times when demand is much greater than the supply, the salesman may seem to be a fifth wheel on the cart in the market place. But when production exceeds demand by but a pound, then the salesman mounts the driver's seat."

There comes a time in the life of every young man when he must make a decision concerning the choice of a life's work—a career. This is not an easy choice to make.

¹Walter Murphy, Gonzaga High School, Washington, D. C.

The thoughtful young man will want to consider whether the work is interesting and challenging, whether the income it provides will be adequate to take care of his future responsibilities, and whether he will have the opportunity for advancement and also for service to people.

A successful businessman was asked the question, "What in your opinion is the most interesting thing in business?" This man who has furthered the education and business advancement of many young men replied, "The most interesting thing in business today is the selling of goods and services. It is interesting from the standpoint of personal development, variety in the daily work, opportunity to come into contact with many different people, and liberal compensation for results obtained."

Opportunities for selling are everywhere. Business organizations, increasingly aware of the importance of good public relations, are requiring that employees who meet the public understand and apply correct salesmanship principles. Professional men—lawyers, doctors, teachers, and dentists—are realizing increasingly that the use of sound salesmanship principles is essential to their success.

The secret of social and business leadership is the ability to influence the attitude and actions of people. In a very important sense we are all salesmen, because we have to sell ourselves to everyone we meet. Regardless of our field of activity, preparation in right salesmanship principles will provide opportunities for success.

Since the beginning of the distributive education program in 1937 the enrollment in preparatory distributive subjects and in cooperative work-study programs in high schools, vocational schools, and junior colleges has greatly increased. Approximately 150,000 young people of high school and junior college age are now enrolled in classes in salesmanship, retailing, advertising, and other preparatory distributive subjects. Much of the credit for this marked increase in enrollment in the preparatory subjects is due to the efforts of National Sales Executives and of sales executives clubs in local communities.

Over 30,000 young men and women are members of cooperative work-study classes in secondary schools. They work half-time on the job, principally in retail stores, and spend the remainder of their time in school. Through distributive education work-study programs the busi-

"... preparation in right salesmanship principles will provide opportunity for success."

nessman, in cooperation with the school, takes a personal interest in helping the boy and girl acquire desirable character traits, job skills, good citizenship ideals, and an appreciation of our American economic system.

Work-Study Plan for Students

Job placement of students enrolled in distributive education cooperative work-study programs up to now have been made very largely in retail stores and in certain kinds of service businesses. This was a logical development since stores and service establishments are a part of every American community, large and small. However, the great opportunities for young men in general selling have stimulated school interest. General selling is interpreted to mean industrial selling to firms, selling by manufacturers representatives, specialty selling, wholesale selling, and the selling of intangibles such as insurance and securities.

At the Central Region Distributive Education Conference (13 states participating) conducted in March, 1955, in Springfield, Illinois, a plan for educating young people for general or outside selling in distributive education cooperative work-study programs was presented and discussed. This plan is now being carried out experimentally in local communities in a number of the states which participated in the Springfield conference.

The student under this plan must be employed at going wage rates with the understanding by all interested parties that upon completion of his training he will be employed in a sales position. Completion of training should include organized sales training carried on by the employing firm including activities such as participation in formal sales training conducted by the employer, attendance at sales meetings, and when practicable, accompaniment of senior salesmen in calls on prospects and customers. This part of the plan of employment is so important that it should be "spelled out" in the form of a written agreement entered into by the school, the employer, and the student.

The occupations listed under general selling require a degree of maturity and experience that high school students generally cannot meet. Students interested in general selling and enrolled in a cooperative part-time class must, therefore, secure occupational experience through a series of activities which will prepare them progressively for a career in general selling. This series of activities is composed of part-time employment of a minimum of fifteen hours a week in any of the following types of firms:

1. An industrial establishment where the student obtains a knowledge of the product, manufacturing and assembling processes, organizational structure and sales methods of the company.

2. A wholesale establishment distributing lines such

as drugs, food and implements, where the student obtains a knowledge of the merchandise, distribution plan, and sales methods of the company.

3. A retail store selling the kind of products that the student expects to sell for a manufacturer or wholesaler.

4. An organization engaged in the sale of intangibles such as insurance and investments where the student obtains a knowledge of the function of the intangible, the special requirements of customers, and sales methods peculiar to this form of selling.

5. An organization selling its products, such as cosmetics, appliances, and building materials, where the student obtains a knowledge of the merchandise and special sales methods necessary to distribute merchandise.

Increase in size of farms, mechanization, and improved production methods have combined to reduce the number of workers required on farms. Large numbers of farm youth are entering occupations other than farming. The sales field offers an excellent opportunity to them. National Sales Executives, representing many thousands of sales managers in the United States, is undertaking a program for reaching farm youth and for adding to the training facilities for such young men for jobs in distribution. An official of this organization stated that in his opinion young men from farms are excellent prospects for jobs in distribution.

The distributive education program is concerned with distribution and distributive processes. The knowledges and skills that have been gained through the years in the development of this program should have application to the distribution of agricultural products just as they have to that of the distribution of the products of industry. The distributive education coordinator in charge of a cooperative work-study program and the business teacher who teaches the preparatory distributive subjects—salesmanship, retailing, and advertising—should both try to reach both the rural and city youth in their schools. These young men should be acquainted with the opportunities offered in the field of distribution, particularly in personal selling, and the facilities of the school for training in this field.

In a number of states, guidance counselors, teachers of agricultural subjects, distributive education coordinators, and teachers of salesmanship and retailing are cooperating for the purpose of acquainting rural young people with the opportunities in selling. Young men from farms enrolled in distributive education cooperative work-study programs are, so far as possible, being placed in retail and wholesale businesses that sell farm products or that sell general merchandise to farm families. It is suggested to all schools conducting distributive classes—preparatory or cooperative work-study—that the sales training opportunities which they afford be made fully available to all rural youth.

"Many communities have a training need for both salespeople and tradespeople."

Cooperative Part-Time Programs in the Smaller Community

One of the greatest difficulties in starting a new type of program is the establishment and maintenance of adequate but workable standards.

By JOHN M. CHRISMER
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NEBRASKA IS BASICALLY an agricultural state of small communities. It has only nineteen cities with over 5,000 population and only two with over 100,000 population. In this state there are 483 high schools of which half have 60 or fewer students enrolled. Just 142 of these high schools have over 100 students and only 30 have over 200 students. The large number of small scattered schools and communities makes the problem of bringing vocational education to the high school students more difficult.

Distributive education programs could well be carried on in the communities of over 5,000. While some of the communities under 5,000 also might support a program, the vast majority of them could not. The problem remaining, then, is what can be done for approximately 450 high school communities too small for a regular distributive education program.

An investigation revealed a definite need for vocational programs on a part-time cooperative basis (classroom instruction coordinated with supervised on-the-job training). It was obvious that many of the schools and communities in Nebraska would be unable to support a straight distributive education program. However, there was evident a willingness to sponsor some type of program to help meet this need—some type that might be feasible for a particular school and community.

Many communities had a need for both salespeople and tradespeople. Many jobs involved overlapping in training between the two fields—jobs such as a service station attendant, or a combination meat cutter and meat salesperson. It seemed as though a combination of distributive education and trade and industrial education would most nearly fulfill these needs.

A comparison of the two programs indicated that both provide for supervised, on-the-job training coordinated with classroom instruction. Each also has both vocational and related classroom instruction. The vocational instruction includes specific skills, knowledge, and information necessary for satisfactory performance of the student's particular job. The related instruction includes materials common to a particular area: that is, psychology of selling for distributive workers, general shop safety for trade workers, and units of common in-

terest and concern to all workers. Because of these common aspects existing between the two programs, it was decided to inaugurate a combination of distributive education with trade and industrial education.

One of the greatest difficulties in starting a new type of program is the establishment and maintenance of adequate but workable standards. The combination programs in Nebraska were set up in accordance with both the distributive education and the trade and industrial standards. These provide for vocational and related classroom instruction and for supervised on-the-job training of 15 hours a week minimum or at least equal to the number of hours the student spends in school. The instructor-coordinator must be qualified for teaching in both areas. Most of the instruction is on an individual study basis because of the diversity of student needs. Reimbursements are made proportionately from distributive education and trade and industrial education funds according to the number of students in each field. To avoid any possible question on the usage of George-Barden Federal funds, and also to enable as complete an adaptation of the program to the community needs as possible, Nebraska completely reimburses the combination programs from state funds. The current rate of reimbursement is 30 per cent of the instructor's salary for the time devoted to the program.

Different Plans Recommended

The more limited facilities of the smaller schools and communities bring about more difficult problems than usually exist in the larger schools. Problems of scheduling, teacher procurement, room availability, securing individual study materials, and matching students and jobs are just a few. Considering these problems and following the pattern of the U. S. Office of Education, the programs were set up on the basis of Plan A and Plan B. The student under Plan A is in the cooperative part-time program during both his junior and senior years with one period of classroom instruction daily. Under Plan B the student is in the program only during his senior year but has two periods of instruction daily.

Two different approaches under Plan A are as follows: One, in which the first-year students are together

in one class and the second-year students are together in another class regardless of the area in which they are enrolled. This plan has certain advantages in that there is common ground for group instruction on the basis of time on the job (instruction such as job orientation for the beginners, or perhaps labor relations for the advanced pupils). Provision should be made for separate group instruction as needed.

The second approach under Plan A is to have the students together by job classification regardless of whether they are first or second year students. All of the distributive education students are together in one class and all of the trade and industrial education students are together in another class. The advantage of this arrangement is that there are things in common to all students in the same general job area. A disadvantage is that the group instruction has to be alternated every other year and this may result in the material being presented out of sequence with the job needs; for example, one student may not receive instruction in sales arithmetic until his second year but may need it during his first year on the job.

Two approaches to the Plan B program (2 periods of classroom instruction daily for one year) are also in use. The first, and possibly most satisfactory, is one in which the instructor has three separate classroom sessions. One session is for distributive education vocational instruction, a second session is for vocational instruction in trade and industry, and the third session is for related group instruction with all of the students together. The advantage of this approach is that having separate vocational periods provides an opportunity to handle group instruction pertinent to only one of the groups. Also it is easier to handle individual instruction when all of the students in the group are in the same general area. Material common to both of the groups can be presented in the combined session on related instruction which will help keep the repetition of material to a minimum. Disadvantages under this plan are that it may present difficult scheduling problems for the students. It may also take more teacher time than the school can afford.

The second arrangement is to conduct Plan B entirely on a two-period basis with one class consisting of both groups of students for vocational instruction, and the second class composed of the same students for related instruction. This arrangement requires less teacher time and is probably more easily adapted to the smaller school's capabilities. Again, it may be difficult to provide for segregated group instruction.

The combination plan brings an on-the-job training program to more communities, helping to meet the needs of their students and business establishments. It enables a better use of teacher time in vocational education than a smaller, straight distributive education or trade and

industrial education program would, as more students are involved. Also one teacher will be doing all the coordination and contact work for both groups in place of possibly having two teachers with overlapping duties in the case of smaller individual programs. Perhaps one of the greatest advantages of the combined program is that it brings about an opportunity for combining technical and selling knowledge as is often needed in those overlapping occupations such as service station attendant, appliance salesperson, or the combination meat cutter and meat salesperson.

Combined programs do present many problems. One of the most difficult is the securing of qualified, competent instructors. To date, Nebraska has been fortunate in finding them within the state. It looks to the universities and other teacher-training institutions (both within and outside the state), and also to business and industry in the search for prospective instructors.

Another problem is the increased difficulty in providing for the wider range of interests found in a single classroom. The necessary individual instructional materials have been secured through commercial sources, through contacts with other states, and through the employers themselves and their sources. The Distributive Education Section of the Nebraska State Department of Education also maintains an extensive library of materials available to the instructors on a loan basis.

Perhaps of most help to the small schools would be the publication of self-contained units, including instructor's manuals, which would be available for purchase. There is currently some material of this type available, but not nearly enough. An excellent example of a self-contained unit is the Grocery Kit available through the University of Texas, Extension Division. This kit contains, on an individual study basis, all of the instructional and reference materials, assignment sheets, and instructors' manuals necessary to provide coverage of the major phases of grocery work.

A third problem involves the difficulty in providing for separate group instruction. Group instruction, of course, should be used only when the material is of value to several students. It may involve all of the class, a portion of it, or just two or three students. However, a portion or portions of the students must be together while the remaining students continue with their individual study. Perhaps an unused room or a study hall may be available, but every effort should be made to avoid unsupervised individual study. In the combination program, nearly all of the vocational instruction is on an individual basis while most of the related instruction can be on a group basis.

Among other problems arising through combining two different programs, are those of dual supervision and administration and of prorating reimbursements.

"When students know a class will stop 'on the minute,' clock watching is almost eliminated."

Some type of combination program may be a partial answer to the needs of your smaller communities. Before starting, however, there are several things that need to be investigated rather thoroughly. First, there must be a close working relationship with the local school administration. This is essential to understand and provide more fully for their particular problems and needs to determine if a combination program is a workable solution, and to decide what the combination should be. Also, before starting, a sound working agreement should be reached with all concerned in regard to policies of

supervision and administration, reimbursement, student selection, placement and supervision, coordination between the school and the employers, and any other special problems likely to arise.

Nebraska's combination program has been set up in an attempt to help give the student in the smaller community more nearly equal educational opportunities with the student in the larger community. It is a partial answer in meeting the needs of the smaller community. Perhaps this or a similar combination would help meet the needs of your community.

Textile Clinics Help Sales People

By GLADYS PETERSON
Technical High School
and

MILDRED BLAIR
Omaha City Schools
Omaha, Nebraska

A DIFFERENT APPROACH TO the handling of some textile problems of store personnel in the Adult Distributive Education Program of the Omaha Public Schools resulted from a recent meeting of distributive education personnel in the North Central Region with a representative of a number of textile fiber producers.

The Omaha program had, for some time, included the teaching of a great deal of textile information in the day part-time classes and, periodically, six- to eight-week term adult evening classes in Fabric Information. With so many changes and new developments taking place in the textile field almost daily, it became apparent that there was a growing need on the part of even the salesperson with a good textile background for "keeping up" with new finishes, blends, and changes in recommendations for care and handling of today's fabrics. Many of those who had been enrolled in fabric information classes felt the need for a "refresher" course. Too, more night-opening store hours made it constantly more difficult to plan for longer-term classes.

More recently, a number of store managers and personnel directors were approached concerning a plan to set up a three-session Textile Clinic, which would meet for three sessions of two and one-quarter to two and one-half hours. In seven to seven and one-half hours, an attempt would be made to cover (a) the most pertinent information about the newer finishes and blends of the natural fibers (particularly cotton and wool), and (b) such specific information about the synthetics as would be of direct help to the salesperson in giving the customer a better understanding of the product—its uses and care. Taking more evening hours could be partially eliminated by meeting immediately after store closings.

Four clinic groups were organized, three entirely of groups within larger stores and the fourth from a number of stores in a local retail area. Each group was to meet once each week for a three-week period.

In all but one instance, management served a hot lunch immediately following the five o'clock closing hour and classes were underway at 5:30, dismissing promptly at 7:45. After considerable discussion about class personnel, it was agreed that, in the main, the groups should be made up of salespeople, with a minimum number of buyers or department managers, for it is the regular salesperson who carries the ball in asking questions and in presenting customer reactions.

In the original planning, three clinics were organized to meet on three consecutive days of the week over the three-week period. Two reasons for this concentrated scheduling were: (a) All of the cooperating managers and personnel people were anxious that employees have the information as early as possible for use in selling spring merchandise (none wanted them to be completed before the end of February); and (b) Films, filmstrips and flannel board materials reserved for a week's period could be used with all the groups on one reservation.

The First Session

The first session considered developments in the natural fibers—with particular emphasis upon new processes, finishes, blends, and changes in the properties and uses of wool and cotton textiles.

The opening supper period, though hurried, served as a brief relaxation period from the work day and helped to break down the formality of the class. Chairs were placed as informally as possible and the flannel board was placed where all could see it. In some instances a

"Nearly all the textile interests are most helpful and generous in supplying handout materials."

spot light was placed on the board. Each class member introduced himself, telling of the department in which he was employed. This departmental information is important to the instructor since the brochures used can and should be keyed to the merchandise involved in special departments.

While this seems to be the day and age of synthetics, it is also a day and age of improved wools and cottons and of blends of these fibers with synthetics. A surprising number of questions came out of the short preliminary discussion on wool. The Wool Labelling Act was explained and reviewed. Many questions were concerned with the correct interpretation of the terms *reprocessed* and *reused wool*, the differences between woolen and worsted yarns, new processes and treatments for woolen fibers, and the care of wools.

Following the discussion the flannel board unit used "The Seven Wonders of Wool." This Wool Bureau set includes a useful manual for teachers and summary brochures for class members. If an instructor does not want to use the cards, the Bureau has an excellent film which shows the cards as they are used. However, the local instructor, a distributive education coordinator, felt that the use of the actual flannel board itself was more effective.

Following the flannel board demonstration, some time was spent in discussion and in answering questions, involving such subjects as washing, pressing, and allergies. Such question and answer periods throughout all of the sessions were perhaps of the greatest help to salespeople. Each class member was given several brochures (1 and 2).^{*} Nearly all the fiber interests are most helpful and generous in supplying handout materials. Class members were eager to receive these brochures which gave them a chance to review, later, what had been discussed.

After a short class break, there was a more brief discussion of today's cotton fabrics. The various cotton finishes and the care of fabrics with these finishes created a great deal of interest. Several brochures were distributed (3 and 4).

Students were encouraged to bring to the following clinic sessions any samples of departmental merchandise which illustrated some new process or finish or which possessed some characteristic which they would like to discuss. The instructor was careful to close the discussion and to dismiss the class promptly at the announced dismissal time. When class members know a class will stop "on the minute," clock watching is almost eliminated.

The Second Session

As the members gathered for their supper period, they had questions to ask and experiences to relate—

^{*}Numbers refer to references on page 18.

different items noted on garment labels, how pleased one was to be able to tell a customer about pima cotton, and another how happy a customer was to be given some information on how to iron embossed cotton.

Preceding the introduction of the second unit, a brief question and suggestion period on the previous week's topic was conducted, at which time merchandise brought by students was passed around the group. The second unit was built around the DuPont strip film, "The ABC's of Man-Made Fibers," available from most state supervisors of distributive education. An accompanying manual is very helpful to the instructor. This film discussed rayon, acetate, nylon, daeron, and orlon. Following the review of the film, students were given a summary booklet (5). One of the most significant facts to come out of the use of the film and the discussion of it was that many salespeople still are confused about the differences in rayon and acetate fibers.

Following a brief break, the remaining time was turned over to discussion and to many questions concerning the five fibers. The type of questions varied with the types of stores and various merchandise departments represented. In the discussion of synthetics in the second and third clinic sessions, the instructor must guard against becoming too technical. The salesperson is not going to remember that orlon is a polymer acrylonitrile, but he will remember that one way to help to keep orlon sweaters from pilling is to wash them inside out.

It is absolutely necessary that the instructor have a background of information about these synthetics. In addition to the brochures given to group members, two sources of information on synthetics are recommended (6 and 7). Students were given additional material pertinent to synthetics (8, 9, and 10).

The members of each group looked forward to receiving these materials. They did not like to take notes; besides, there was no time for taking notes in such a concentrated course. The booklets, cards, and brochures gave them a summary of the discussions carried on during the sessions.

The Third Session

The third session was devoted to a discussion of other synthetic fibers. Time devoted to each fiber depends partly on the group personnel. Some of the groups wanted to know more about Orlon-Dynel coats, some wanted to know about Pellon, others wanted information about Milium linings. In one class, for instance, there were no salespeople from curtain or drapery departments, so little time was spent on Fiberglass; in another class there were salespeople who wanted to know about Saran and nylon carpets. It is absolutely necessary that the instructor know the interests of the various members

of the group ahead of time to be well informed and make every minute of each clinic session count.

At this session, a film on Vicara, illustrating the manufacture and the major selling points, and giving the group members a better picture of the processes involved in the making of synthetics, was shown. All the way through, information was tied in, wherever possible, with the advertisements in local papers and national magazines. Individual Vicara fiber samples gave salespeople the "luxury" feeling of the fiber. In addition, each group member received brochures about Vicara (11).

The Dynel demonstration kit was very helpful in demonstrating the ease of washing Dynel. Two pamphlets were also used (12).

There was a great deal of interest in Acrilan. With the extensive current magazine advertising program, salespeople were interested in learning more about this new fabric (13).

Arnel is beginning to create a great deal of interest. Yard goods departments in some of the stores yielded a few samples and there will be more material as time goes on. Information can be secured from current copies of *Women's Wear Daily*. A pamphlet about Fortisan was distributed (14).

Brochures and sample swatches of Fiberglass materials and Saran were given to group members (15 and 16).

The companies, films, pamphlets, and other materials mentioned here or in the references represent by no means any type of complete list. Informational materials are constantly in a state of revision. Clinic leaders should secure all of the materials currently available from each of the leading textile manufacturers—constantly selecting for use those which are currently most pertinent.

Members of the group who attended all of the sessions were given certificates at the close of each clinic. In addition, lists of those receiving certificates were sent to employers so they might let their salespeople who had attended the classes know that they were pleased with the interest shown.

Several additional clinics have been conducted since the original four and experience indicates that the necessary material can be covered in no less than seven to eight hours. When the sessions follow a supper served in the store immediately after closing, it can be completed in three concentrated sessions. If they are to be held after dinner, four evening sessions of two hours each would seem to be the better plan. The ideal setup is to meet with groups on store time wherever it is possible to make the arrangements and to secure instructors.

Classes of from 20 to 25 offer the greatest opportunity for group contributions and general participation in discussion. When classes are larger (those in Omaha averaged 35 to 40) it is almost necessary to have two instructors handle this group, as too much group time is lost in taking roll, passing out informational materials, handling projectors, and the like.

People who have attended clinics are constantly interested in showing the leaders new merchandise which is coming in, and telling them of sale incidents. Such grati-

fying experiences help to keep the leaders up-to-the-minute on textile merchandise problems and also help to make additional friends for the overall distributive education program.

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11. Virginia-Carolina Chemical Corporation, Fiber Division, 99 Park Avenue, New York, New York: *Outstanding Characteristics of Vicara, Primer for Selling Vicara, Vicara, The Textile Fiber*.
12. Carbide and Carbon Chemicals Company, Textile Fibers Department, 30 East 42nd Street, New York 17, New York: *Meet Dynel, Dynel Staple Fiber*.
13. The Chemstrand Corporation, 350 Fifth Avenue, New York 1, New York: *What Do You Want to Know About Acrilan?*
14. Celanese Corporation of America, New York 16, New York: *Facts You and Your Customers Should Know About Decorative Fabrics of Celanese Fortisan*.
15. Owens-Corning Fiberglas Corporation, Textile Products Division, 16 East 56th Street, New York, New York: *Making Draperies of Fiberglas Fabrics, It's Easy to Wash Fiberglas Curtains and Draperies*.
16. C. H. Masland and Sons, Carlisle, Pennsylvania: *Saranette Fact Sheet*.

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RESEARCH

JOINT COMMITTEE OF
UBEA, NABTTI, DPE

WHAT WE KNOW ABOUT MOTIVATION

Contributed by Sub-committee of the Joint Committee on Coordination and Integration of Research in Business Education

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education, a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

TITLE: REVIEW OF RESEARCH IN MOTIVATION

DOCTORAL Frank B. Slobetz

STUDY BY: State Teachers College
St. Cloud, Minnesota

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

LEARNING DEFINED. Learning may be defined as changing one's behavior through his own behavior. Since behaving is an on-going process, motivation is an ever-present factor in this process. In the deepest sense of the word, motivation is a personal, private matter. Teachers do not motivate behavior, rather they try to influence the on-going motivation of the learner.

THE LEARNER'S MOTIVES. In trying to influence the on-going motivation of the learner, teachers should strive to assess the over-all motives of the learner. Trying to perceive what the learner is perceiving will aid considerably in making a realistic assessment. This requires a teacher who is willing to accept (but not necessarily condone) what the learner actually thinks, feels, and "sees."

MOTIVATIONAL DEVICES. Because of the complex nature of human motivation, the teacher should realize that there is not a single teaching device or even a larger pattern of devices that will influence different children and youth in the same way. Perhaps the most profitable procedure is to provide a variety of opportunities to

learners for personal satisfactions and achievements. Individual differences in interests and capacities will be found within any group and the teacher should have sufficient knowledge of these to help learners face up to realities and, at the same time, to help them maintain their self-respect as human beings.

IMPORTANCE OF GOALS. Learners always have goals, although these goals may not coincide with the goals teachers have in mind. The goals of learners are always significant to them or else they would not set them up. The teacher's task is to make worthwhile and appropriate goals significant to the learners. This would include a clear understanding on part of learners of the nature of goals and a clear picture of the progress being made.

LEARNER'S DIFFICULTY LEVEL. Generally, the teacher should not ask the learner to go above or below the difficulty level of certain learning tasks. Psychologically, this is a nice problem of perceiving when he is ready to move to the next level with a minimum of threat to him.

CLASSROOM CLIMATE. The teacher influences the on-going motivation of the learner by means of the general classroom climate which includes the management of routine and other factors in the "discipline" of a classroom. What learners do or avoid doing is definitely influenced by the group of which they are a part.

RELATIONSHIPS WITH OTHERS. Since most formal learning takes place within groups, teachers have opportunities to influence motivation of learners by manipulating relationships, attitudes, and feelings. Learners are influenced in their aspirations and activity by other members of the group. Healthy competition which does not produce undue threats to self-respect of individual learners is psychologically sound as a factor in motivation.

MOTIVATIONAL MATERIALS. Although incentives, such as praise and rewards, are directly manipulative by the teacher, they are not as effective as actual materials and methods of instruction. Furthermore, although mathematics is not inherently less interesting than woodworking or typewriting, concrete materials that provide immediate opportunity for trying out and using give teachers realistic means for influencing motivation.

PROGRESSIVE GOAL-SETTING. Properly developed, learning becomes the motivation for more learning and goals are placed on increasingly more mature levels. Continuous, cooperative evaluation in the classroom has significance

UNITED SERVICES

RESEARCH

for progressive goal-setting; that is, goals of learners become more mature and remain significant to them.

EXTRINSIC VERSUS INTRINSIC INCENTIVES. Methods of influencing motivation that are more definitely extrinsic include honors list, marks, graduation requirements, honorary fraternities and similar schemes. It would be unrealistic for a teacher not to make use of these methods since they are a part of prevailing school organization.

HELPFUL SUGGESTIONS THAT THE CLASSROOM TEACHER CAN APPLY TO CLASSROOM PRACTICES:

KNOW YOUR STUDENT. You cannot hope to influence the learner in the way you would like to unless you know him. Use all the available information about him that you can find in the school's files. Accept him as he is and he might let you in on the things that are of real concern to him. This sort of relationship with him will give you an opportunity to use your professional competence in directing and stimulating learning.

UNDERSTAND HOW THE STUDENT FEELS. If you were a student who had been railroaded into a business program via the "dumping ground" policy, what would you think and what would you feel like? To ignore such thoughts and feelings is to nullify your teaching efforts before you start. Face them squarely by accepting him and the way he feels about it. You might be able to counsel him about the direction he might take in his education. If he has no choice and must continue in business subjects, your acceptance of him might influence him to seek some of the values offered by his subjects.

PROVIDE SATISFACTION FOR ALL. What are you doing to differentiate your instruction? Or is your classroom routine aimed at the "average," with resulting boredom for the gifted and frustration for the slow? Why not let all experience the satisfaction of achievement? For instance, in a unit of duplication in your office practice class the slow learners may enjoy considerable success with routine machine operation and such simple jobs as sorting, assembling, and trimming papers. The gifted would find their challenge in assignments involving judgment, initiative, and creativity such as message composition, layout, and special effects.

SET MEANINGFUL GOALS. Why should the goal be a "C" or any other letter grade: why should it be 40 words a minute, and not 39, 41, or 25? The learner may not regard the teacher's goals as very worthwhile. The business teacher's goal obviously has to be "employability" and it is up to him to convince the student that intermediate subject goals contribute to the desired result.

ADJUST EXPECTATIONS TO CAPABILITIES. The bookkeeping teacher is understandably concerned about neatness and handwriting. But do you realize that not all people have the basic coordination to write as neatly as you would like to have them do? In another situation, you

may be anxious to see a typewriting student advance from a plateau. You must remember that plateaus are due to several reasons. If your student is on a plateau because of bad habits and methods, you will try to help him eliminate them. Frequently, the time spent on plateaus is devoted to consolidating or integrating a new and more complex pattern which will eventually result in improvement of skill. In this case, the student needs encouragement to stick it out. Probably in all cases, he will be somewhat reluctant to abandon the security and confidence he enjoys at his present level of achievement. You can help by helping him see "profit" in trying to achieve at a higher level.

PROVIDE A "LIVING" EXPERIENCE. The business classroom should look and sound like a modern business office. The rules of conduct should be patterned after those of a business situation. The students should know the "why" of what they are asked to do and should participate in making decisions within their capabilities. As the climate of the classroom approximates that of business, students will find realistic reasons for learning the necessary skills and facts.

USE HEALTHY COMPETITION. Have you ever stopped to think of the feelings of the student who is the perpetual "also ran" in the endless competitive races commonly used in the classroom to "motivate"? Setting a "percentage of improvement" as the basis for comparison of progress in typewriting or shorthand, for instance, gives the underdog his fair chance for recognition and satisfaction. And why not? He may be working even harder than the others in the class.

ACCENT REALISM AND "DOING." Would you rather learn about duplicating by looking at a picture of a duplicating machine or by cutting stencils and running off your own copies? Business education is a "natural" area for exploiting the "showing" and "doing" aspects of instruction. Use actual work situations and projects to provide true and convincing realism. Students will motivate themselves in the direction teachers desire.

PREPARE THEM FOR REAL LIFE. Students know a lot more about reality than teachers give them credit for knowing. They know, for example, that marks are relatively meaningless outside of school. Then, why not evaluate them the way business does? Using an employer's appraisal sheet will mean a lot more and will be taken more seriously than, for example, a letter grade or a numerical score.

HOW THIS SUMMARY WAS DEVELOPED

A survey was made of the current research to determine the latest accepted psychological principles relating to motivation. The most fundamental ideas were then selected for interpretation and application to the problems of the classroom teacher in business education.

LAWRENCE W. ERICKSON, Editor
Teachers College, Columbia University
New York, New York

TEACHING COMPOSITION IN TYPEWRITING

Contributed by Glen Murphy, U. S. Operations Missions to Panama, The Institute of Inter-American Affairs, Balboa, Canal Zone

THE SKILL OF TYPEWRITING is a basic tool of communication. The typewriter is also an efficient composing medium. Yet, have you ever noticed that many persons who have good "copying" skill on the typewriter often reach for a pen or pencil to compose and then copy what they have written? This description would include many typewriting teachers.

Why use an inefficient method of composing when a better system is readily available? Why do persons with good typewriting skill believe that they cannot "think" and compose at the typewriter? Why does this educational paradox exist?

The answer is that they have not been taught to compose at the typewriter in typewriting classes. They have not been encouraged to practice composition at the typewriter even though such skill would save them many hours and would have countless business and personal use applications.

It is not enough to teach students to be efficient "copy" typists. Let's teach the fundamental skill of composition. Here are some methods that have worked for typewriting teachers on the high school, college, and adult levels of instruction.

In planning classroom instruction, the teacher should work from the simple to the complex. This teaching principle also applies in teaching composition. The typewriting teacher can start building composition skill by asking students questions which can be answered with only one or two words. Examples are:

- In what grade are you in school?
- What is your favorite color?
- What is your favorite food?
- What musical instrument do you like best?
- What is your hobby?

Another variation of the one-word response is to give the students a word and ask them to typewrite the next word that comes into their minds. If the answers are read in class, some good laughs are usually provided.

After answering a few short-response questions, students can take questions requiring longer answers in stride. Some might be:

- What movie have you enjoyed most in the last six months?
- What is the title of your favorite popular song?

- Who is going to win the basketball game tonight?
- What class do you have just before typewriting?

As soon as students get used to the idea of expressing their thoughts on the typewriter, questions that result in complete sentence answers can be used. Some such questions are:

- Why are you taking typewriting?
- How many persons in your family can typewrite?
- Where would like to go for a vacation this summer?
- What subject is the easiest one you are taking?
- Describe what you have done in a part-time job.

If students have had some practice typewriting answers in complete sentences, they are then ready to respond to questions in terms of two or three sentences or a short paragraph. A few well-placed questions might reveal budding writers.

It is also possible to read a short article from one of the business education periodicals about business etiquette, telephone courtesy, or a similar topic of interest to business students and ask them to write a brief summary of the article.

Some typewriting teachers have used what they call a "Rorschach" approach after students have gained skill in composing. This can be done by writing three words on unrelated topics on the chalkboard. Then ask the students to typewrite whatever comes into their minds on one of the topics. Some surprising compositions, with enlightening results to the teacher, are often realized.

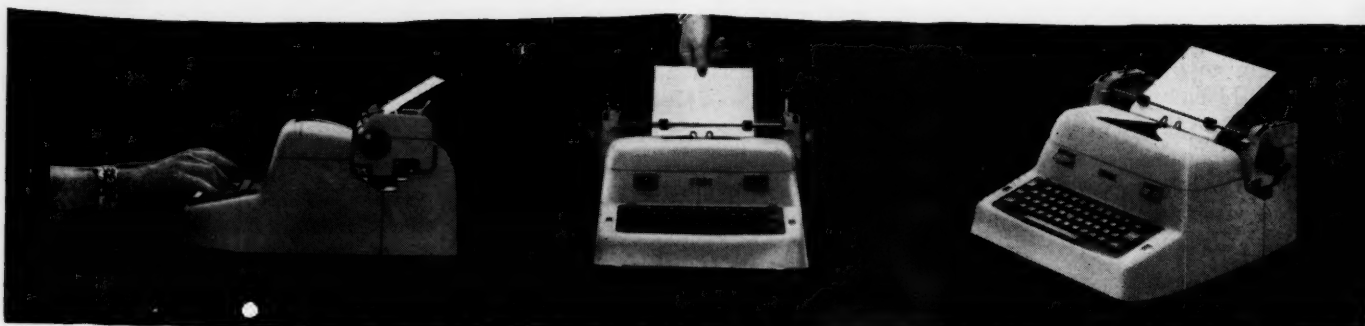
Other typewriting teachers have reported that they use composition to get the class in a more receptive mood on "blue Mondays," Friday afternoons, or at other times when students have a tendency to be restless. To tell the class to put a sheet of paper in the typewriter and respond to the question, "How do you feel right now?" frequently results in better class morale. This is especially true if the responses are read in class. "What do you think about the weather today?" and "Where would you like to be right now?" can sometimes get the same results.

Typewriting teachers have used composition to good advantage as a device to lessen the nervousness and tension built up concerning timed writings. When the students are all "geared" to take a timed writing someday, try this. Say to the class, "Now, instead of starting on the timed writing, just type exactly how you feel about taking this timed writing." Some unique answers will be forthcoming. If some students are encouraged to read their answers in class, relaxation as well as desired objectives in composition will be emphasized.

(Please turn to page 28)

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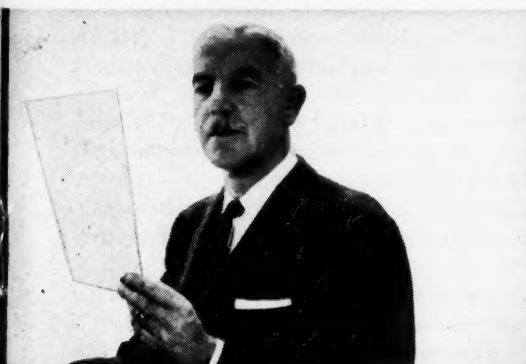
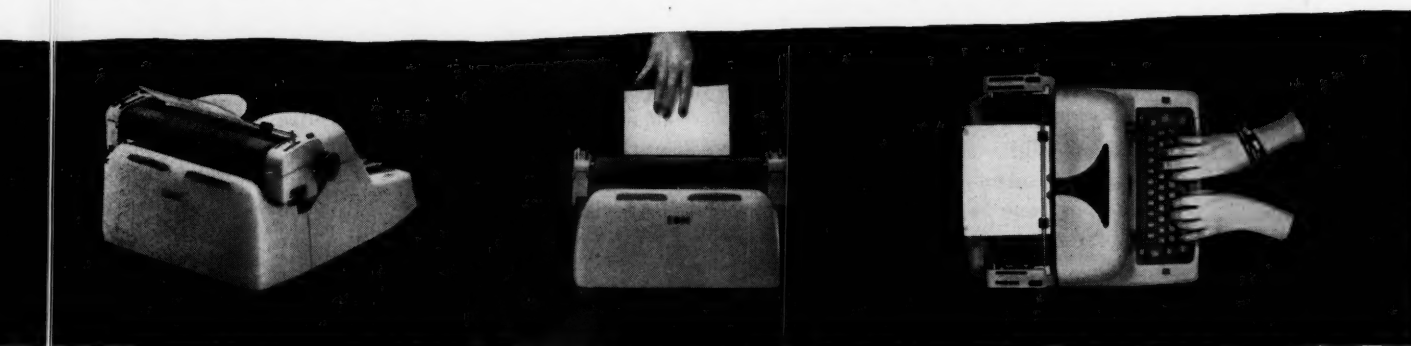
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UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
Virginia Polytechnic Institute
Blacksburg, Virginia

LET'S START A TREND TOWARD TEACHING SECOND-YEAR BOOKKEEPING

Contributed by M. Herbert Freeman, New Jersey
State Teachers College, Montclair, New Jersey

ANY TEACHER who has been teaching bookkeeping for the last ten or fifteen years knows that the number of second-year bookkeeping students has been decreasing rapidly. Fifteen years ago a high school with ten sections of first-year bookkeeping could count on at least four to five sections of second-year bookkeeping. About seven or eight years ago the number of second-year sections remaining from ten sections of first-year bookkeeping shrank to two classes. While recent accurate figures are not available it is quite safe to estimate that, on a national scale, probably only one second-year class will be needed to take care of the students who were in ten sections of first-year bookkeeping. Not only has the number of class sections decreased but there has also been a decrease in the number of students enrolled in the second-year bookkeeping classes.

Confirmation of this tendency can be found by reading the current literature in our field. Almost every bookkeeping or curriculum article points out that the trend today in the secondary schools is toward offering one year of bookkeeping. Also, while numerous articles are written about elementary bookkeeping the *Business Education Index* shows very few references, if any, to second-year bookkeeping.

What is the explanation for this decline in the popularity of second-year bookkeeping? Is it due to the fact that bookkeeping is declining in importance in business? On the contrary, the amount of financial record-keeping in business increases constantly. Then what is the explanation?

The answer is not simple. It includes several possible explanations for the decreased enrollment in second-year bookkeeping.

Reasons for Decreased Enrollments

1. The major purpose of teaching bookkeeping in the secondary school has changed considerably in the past fifteen years. At one time the objective of the high school bookkeeping course was to train *bookkeepers*. Today, the major objective is to prepare *all* business students to do the financial recording activities found in most business offices.

2. Many business teachers feel that the present objective can be achieved in a one-year course. Many teachers, administrators, and curriculum directors have therefore recommended the discontinuance of second-

year bookkeeping because they felt that it was an unnecessary luxury.

3. The present business curriculum includes a large variety of basic business or general business offerings. Many business teachers and guidance directors feel that the business student can profit from this enriched general education offering more than from taking the advanced phases of a specialized skill subject. The competition for curriculum time is constantly growing.

4. Many schools are so limited in size and in enrollment that they simply cannot justify offering second-year bookkeeping to the very few students who might be interested in studying it.

5. Some of the larger schools require one year of bookkeeping to be taken by all business students in all business sequences. They do not feel that they can require the stenographic, clerical, or store major to take more than one year of bookkeeping.

6. In some schools the first-year course is so difficult that very few students can be "sold" on taking second-year bookkeeping.

7. The second-year bookkeeping course frequently includes so many highly technical and complicated phases of accounting theory that the average first-year bookkeeping student is afraid to tackle it. His friends in the advanced class have warned him to take a course he is more likely to pass.

8. Since business uses relatively few "full charge bookkeepers" today, most high school students see little value in tackling the advanced course.

9. First-year bookkeeping teachers are not encouraging their best students to continue the study of second-year bookkeeping.

10. Very few collegiate schools of business accept high school bookkeeping courses in lieu of their elementary accounting courses. This means that the college freshman with two years of high school bookkeeping takes the same elementary college accounting course as the college student who cannot differentiate a credit from a debit. It is little wonder then that bright high school business students will pass up the second year bookkeeping course in favor of algebra, geometry, advanced algebra, trigonometry, or one of the sciences.

What can be done to restore second-year bookkeeping to the important role it should play in the total picture of business education as "education for business"?

Change Objectives and Attitudes

1. We must educate our own business educators and administrators that second-year bookkeeping can be a very valuable course for *all* business students. We must convince them that the objective of the advanced course
(Please turn to page 30)

ROBERT THOMPSON, Editor
College of San Mateo
San Mateo, California

USING COMMUNITY RESOURCES IN TEACHING RETAILING

*Contributed by Alwin V. Miller, Southern Oregon
College, Ashland, Oregon*

ONE OF THE BEST sources of information in retailing is found in the stores of the local community. There may be found examples of good practices—and examples of poor practices. The retailing students in my classes are given a series of problems dealing with these local stores. These problems are assigned in connection with the reading and discussion of the related topics.

When the topic of "Store Location" is discussed, the students are asked to consider the location of a particular store in their community. The store is to be described and those community factors listed which might have influenced its location. The advantages and disadvantages of the location are to be given. The students are encouraged to use interviews with store personnel, traffic courts, maps, Chamber of Commerce materials and reports, and any other sources of information which are available and applicable.

A second problem which is assigned has to do with "Store Layout." The assignment is to diagram the layout of a retail store. The types of goods sold in various locations in the store are listed. The students are then asked to explain how the store applies the principles of store layout which have been discussed in the classroom.

As a third problem, the students are asked to rate three salespeople in local retail stores. A rating sheet is distributed for the student's guidance, such as is used in the annual "Ashland's best salesperson" selection.¹ This rating sheet is based upon eight points: personal appearance, greeting, inquiry for information, presentation, knowledge of merchandise, personal interest in the customer's needs and desires, attempt to increase the sale, and closing technique.

In connection with the unit on "The Employee," the assignment is to analyze the job of a salesperson. The different duties performed by the salesperson are to be described. The type and size of store, and the store and the size of the community are to be included in the paper. The students are expected to describe the preparation and experience of the salesperson being studied. Then the preparation and experience needed for the specific job studied should be described by the student.

When the unit on "Buying" is presented, another specific problem is assigned. Each student is asked to

obtain a list of the sources of goods usually purchased by a local store. If possible, the sources should be evaluated by the retailer as to the advantages and disadvantages of using each source of supply.

The problem on "Pricing" requires the student to select one article to investigate. He may visit three or more stores and determine the price on his article at each store. Since price alone is not significant, it will be necessary for the student to describe the merchandise as found in each store. The students are generally impressed with the variety of prices on similar articles as offered for sale in different stores in the same city.

Individual Projects

It is not feasible to use individual projects in connection with each of the units in a retailing course of one semester in length. In some cases, the time necessary to complete a project is more than the importance of the unit will justify. In other cases, the completion of a project will unduly burden local merchants.

Students are not given individual problems in advertising, for example. Instead, a field trip is arranged to allow the class to visit the local newspaper office. There particular attention is paid to the advertising department and its services to the retailer. Other field trips may be arranged to visit with profit the local advertising agency, radio station, or television station.

Another method of utilizing resources in the study of retailing is through the use of speakers. Local businessmen have been pleased to visit the class and talk about the various phases of their business operation. The retailing class has heard speakers on credit and collections, radio advertising, television advertising, insurance (fire, casualty, and life), window display, and retail accounting.

One class meeting was devoted to a discussion of "Careers in Retailing." Two local businessmen were asked to present the program. One man was the manager of the local branch of a chain store and the other was the owner of an independent men's wear shop. Each told his background in retailing and explained why he had selected the kind of store organization in which he is now working.

The use of these community resources in teaching the retailing course has been successful in maintaining student interest in the course. Another outcome has been the increased interest of townspeople, particularly businessmen, in the distributive courses. Local retailers are beginning to feel confident that their school is giving better preparation for the distributive occupations by actually helping with the instruction.

¹Miller, Alwin V. "A Community Resource Program Clicked," *BUSINESS EDUCATION FORUM*, January, 1951, p. 35.

UNITED SERVICES

GENERAL CLERICAL

MARY CONNELLY, Editor
Boston University
Boston, Massachusetts

CLERICAL PRACTICE THROUGH RELATED SUBJECTS

Contributed by William A. Richards and Guy Johannes, Florida State University, Tallahassee

MANY OF THE COURSES for the training of students in clerical practice on the secondary and college level have been on a course basis with the title of the course being "Secretarial Office Practice" or "Clerical Office Practice." This course is well and good, has a definite place of importance, and should be offered in many colleges and secondary schools that are not large enough to offer many courses from which students will learn the skills, attitudes, techniques, abilities, and concepts of office procedure.

We believe that a broader and richer concept will be attained through individual courses. The "incidental" learning through such courses will be sufficient to equip students with the practices so necessary in the field of clerical practice.

The individual courses from which these incidentals might come would be an integral part of such courses as: typewriting; filing; calculating and adding machines; accounting and bookkeeping machines; voice transcription from disc, tape, magnetic sheet, cylinders, and wire; and duplicating machines—spirit, chemical, stencil, and offset.

One of the outstanding advantages of the incidental learning in several courses is that the student develops a wider variety of abilities—abilities more thoroughly learned in various courses than would otherwise exist in the one course called "clerical practice." Many of the techniques learned in one course would be further extended in the next. Let us take sorting for an example. Sorting is one of the most important and consuming tasks in every office. Sorting would most likely be presented first in a course in filing. This ability would be further expanded and improved in duplicating and still further developed in the sorting and arranging of media for the accounting machine. Therefore, the technique has been presented in the beginning course and further built upon in two subsequent courses. Many of the techniques and all the attitudes in one such course should carry over and be improved upon by greater automatization in other courses.

Perhaps the greatest value that comes to the students in the "related" course method is the fact that they have been exposed to many more phases of office work that might captivate their interest. Students who find filing too boring to learn might be intrigued by the posting machine and become highly skilled operators. Some students might find voice transcription an inter-

esting approach. This is the pattern throughout the series of courses. In each course the students may acquire a sufficient amount of skill to become capable workers in specific fields and, incidentally, become top-notch clerical office workers. Only ambition will determine the direction of final employment—initial employment might be in a clerical office setting.

Typewriting and Filing

At Florida State University the first course offered to students in these related courses is beginning typewriting. If students come to us with some proficiency, they are placed in the appropriate typewriting class. The initial routines of tabulating, rough draft copy, filling-in, and the like, are learned here.

In filing students learn rough sorting, alphabetizing, indexing, filing, finding, and several methods of arrangement. Students should also acquire from the flow of correspondence into and out of records a knowledge of business and business principles and methods.

Voice Transcription

When students are qualified, from the standpoint of typewriting, they are introduced to voice transcription. Students are informed of the many different devices used in voice transcription. The problems and uses of the disc, tape, magnetic sheets, cylinders, and wire recording are discussed. The proper techniques and mechanics of the various machines are explained and demonstrated. Then, they try their hands at transcribing one of the permanent practice records. It is obvious that few, if any, have acquired the important habit of listening and following instructions effectively. The best method we have found to correct and improve this situation is to have students make recordings the same as their future employer might do. After having listened to their own dictation and reproduced a transcription, they are less prone to criticize permanent records, the dictator, or the machine. We believe they have far more respect and consideration for any dictator in the future. They also improve their ineffectiveness for listening.

After having done work in voice writing, many students will seek initial and ultimate employment in the field of voice transcription. If they choose clerical practice, they will still find ample use for their skill.

Duplicating

Some persons believe that because they can typewrite they can produce good copy for duplicating. Typewriting is only the first of many steps in arriving at acceptable duplicated copy. Only today a student submitted a one-page, double-spaced duplicated copy to be

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MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

SHOULD GENERAL BUSINESS BE A REQUIRED COURSE?

Contributed by Mary Fair, St. John High School, St. John, Kansas

BUSINESS EDUCATION for everyday living should be recognized as a part of the school program for all children and young adults.

There is much to support a program that requires every high school student to take a one-year course in general business. General business should be offered in the ninth grade. Education in practical economics must begin early enough in the lives of boys and girls so that they have a foundation for economic responsibility. During the junior high school period, the student becomes aware of the economic world in which he lives. The junior high school is fitted to reach all pupils with information; and guidance can and should begin at this level. A required unit of experience in general business permits a directed and systematic coverage of content aimed toward the development of business literacy. Such a course should be required of all students and based upon a practical problem approach to business living.

Everyone benefits from knowing about banks and banking services, insurance, the meaning of taxes, modes of travel, buying the home and problems of ownership, geographical and economic conditions, and the basic principles of contracts and how business is based upon contracts. Industry, business, farm life, and every phase of activity will be developed and improved by offering such a course as general business. Studies show that the subjects offered business people and non-business people could be the same. For example, both business and non-business people should know how to read with understanding general news articles containing business terms, such as indemnity, assets, net worth, premium, and mortgage. We might expect the non-business person to know also what kind of information may be found on the financial page of a newspaper. These basic skills and knowledges needed by both the business and non-business student may be taught in the same course. The chief differences will lie in the extent of coverage of topics and in the levels at which they will be taught. The general principle that some subjects form a foundation for the study of more advanced subjects holds true in business education as in other forms of learning, such as general mathematics and general science.

Business subjects offered in a particular school are affected by the size of the city in which the school is situated. A large proportion of the people living in rural communities have as much need for business knowledges and skills as do those living in large cities. Business

subjects in small schools tend to emphasize general principles rather than special applications, and to stress personal use rather than the vocational aspects.

General business should be taught to serve a three-fold purpose: (1) It would "weed" out those who are not capable of going on in business and those who are taking it simply because there is nothing else to take; (2) it would serve as a foundation course for the more advanced study in business subjects; and (3) it would become a "general" course that would furnish academic students as well as business students with the essential business information needed by everyone regardless of his occupation. Ordinarily one year should be devoted to teaching general business, although a number of schools devote only a single semester.

Thus far only the positive side of the problem has been stated. The negative side should be considered also. The fact that schools offer "required courses" will sometimes set the students against it from the beginning. It is believed that any time a required course is taught, the interest of the students is more difficult to obtain. The fact that a student elects a course is motivation in itself. Another objection to general business being a required course is that if general business should be offered in the ninth grade, as is generally advocated, there might not be sufficient time for all students to have the opportunity to take it.

Many teachers have suggested that the reason a required course in general business has not been offered is because it has not been presented in its best light to school executives and because it has not been understood by teachers. Before you can require such a course as general business, the administration, teachers, the public, and students must appreciate the need for it. Through the use of displays, business teacher staff meetings, general staff meetings, school assemblies, P.-T.A. meetings, the school newspaper, business trips, business speakers, and civic organizations, we can achieve this appreciation. Few subjects vary more in the topics presented than does general business. The answer to the question of which of the numerous topics included in the textbooks should be studied will depend, to some extent, on the aims of the curriculum. An additional guide in this matter would be a survey of the needs of the local community and other subjects that are planned to follow it.

The arguments for teaching general business can be stated briefly as follows: (1) Each person may carry out effectively his daily business activities centering about the home and his personal life; (2) each may understand and participate in the business life of the community and of the nation as they affect him personally and in his relationship to every other citizen;

UNITED SERVICES

BASIC BUSINESS

(3) it would discourage those who are not capable of going on in the more skilled subjects; and (4) it would encourage capable students to further their business skills.

The arguments against a required general business course seem to be: (1) Students have developed a stigma against required courses, and (2) the numerous required subjects offered do not allow time for greater selection.

Education is preparation for complete living as a useful citizen. The final evaluation of success in learning and teaching must be the attainment of competency in dealing with life situations. A required course in general business would be a valuable aid in preparing for this complete living.

Typewriting

(Continued from page 21)

It is even possible to include composition in typewriting tests. "Essay" questions such as, "What is the use of the variable line spacer?" "What is the line space disengaging lever and its use?" and "What are the most popular letter styles?" are examples.

After several short composing sessions in typewriting

class, students will soon be able to compose short business letters if the teacher supplies the main ideas to be embodied in the letter. Soon longer business letters can be planned. Class time can be allotted for students to compose personal letters, themes, and papers.

Composing at the typewriter can be included for short periods of time in typewriting classes throughout the semester. Composition can be introduced shortly after students have learned the keyboard. It should not be done for one day and then written off as a finished lesson plan. Use composing as a means of introducing relaxation in the classroom after students have been working intently on drills or timings. Such activity changes the pace and mood of the class. With well-planned questions, typewriting teachers can learn more about their students, their likes and dislikes, their educational objectives, their problems, and their interests. Composition can help to gain a better picture of the total personality of typewriting students.

If typewriting instructors teach composition, they will equip their students with a time-saving and valuable skill. It is a skill that should not be overlooked in planning classroom instruction.

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor
St. Cloud State Teachers College
St. Cloud, Minnesota

TAKING THE CUE FROM BUSINESS

*Contributed by William R. Blackler, Sacramento State
College, Sacramento, California*

SINCE ITS INCEPTION, business education has endeavored to gear itself to American business. The importance of the distribution of goods and services in our economy emphasizes the need for practical preparation in many areas of marketing and distribution.

Today's students are tomorrow's workers. When they enter business these students should be acquainted with the structure and practices of business. The student should be able to adjust to his job quickly and become a productive member of a business unit. To accomplish these goals requires constant effort on the part of the schools in direct contact with business. In this way developments in business may be incorporated into classroom instruction and both forces advance together.

The following report dealing with high school and junior college practice in California was prepared from experiences of veteran teacher-coordinators of cooperative classes in distributive education. Serving as coordinators, they confer with businessmen and arrange for the placement of students on jobs, assist the students in the classrooms on job problems, and secure evaluations or ratings of them and their work. The teacher-coordinator must know the standards and requirements of business and utilize them in his teaching.

THE COMMUNITY SURVEY. Coordinators report that an occupational survey of the community is necessary to determine the kind of personnel needed and the type of preparation that schools should give. Coordinators should constantly be aware of trends and changes in business and correlate preparation with them. The community survey is a *must* for distributive educators.

BUSINESS STANDARDS AND REQUIREMENTS. An essential element of vocational business education is knowledge of what will be required of the student in his employment. Coordinators go directly to business firms to learn about standards and requirements for employees. Of particular value are such factors as: quality and quantity of output, care of merchandise, personal appearance, store rules, interviews, and job applications. Coordinators also ask what subjects should be included in school, and about the job opportunities for their students as part-time employees. From interviews and observation of store training classes, first-hand information is obtained for classroom use.

ADVISORY COMMITTEES. An integral part of vocational education for business employment is the use of one or

more advisory committees composed of teacher-coordinators, businessmen, school administrators, labor representatives, and other interested business people. Advisory committees assist in the selection of course content, classroom equipment, locating job opportunities for students, and keeping school preparation geared to business. They participate in the evaluation of the school's program.

COORDINATION BY TEACHERS. Many teachers act as coordinators. This assures a close tie-in of instruction with students' jobs. They contact business firms and refer students to them. They counsel with parents, observe students on the job, and secure ratings from businesses. They endeavor to correlate classroom instruction with job requirements and to make the necessary adjustments.

STORE UNITS IN CLASSROOMS. The use of the retail training unit or laboratory is common practice in schools today. Such a unit may occupy all or a portion of a classroom and thus provide for education in a large or limited number of store and selling operations. The store unit provides a setting for instruction without the pressure of actual store conditions. Skill may be acquired by the student under guidance of the teacher. In a sense, the student is serving his apprenticeship prior to his work in the business firm.

COOPERATIVE WORK EXPERIENCE. The close cooperation of businesses and schools is exemplified by the plan wherein each participates in training the student. Each party assumes responsibilities and the student stands to benefit from the arrangement. Such a plan bridges the gap between theory and practice and gives the student a "head start" in his business career.

Coordinators go to business firms, select the training and work stations, arrange for interviews of students, work out training plans with the store, in many instances draw up agreements, observe the student on the job, and receive progress reports. The businessman places the student at work, instructs him on the details of his job, supervises his work, provides for a variety of jobs, rates his performance, and reports to the school.

A significant outcome of cooperative work experience programs is that many students become full-time employees in the business firms in which they received their initial preparation. This result has many obvious advantages for the student, teacher, and businessman. The cooperative work experience plan provides one of the best learning situations in education.

COOPERATION WITH BUSINESS. The practice of businessmen visiting schools and educators visiting businesses is increasing. The mutuality of their goals and interests is bringing them closer together. Coordinators are con-

ferring with businessmen and asking their advice on the functioning of classwork and suggestions for improvement. Teachers want to know what their students will be required to be and do when they get on the jobs so they can be prepared accordingly. Teachers want to adjust instruction to the requirements of the job. Teachers are also participating in the activities of associations of businessmen.

At the same time businessmen are being encouraged to visit schools. They speak to students and answer their questions, counsel with administrators and teachers, advise on retail training laboratories, supply or lend equipment and materials, and serve on guidance panels and "Career Day" for students.

Teachers report a few suggestions of businessmen that have been acted on recently. These include improvement of telephone techniques, safety education for drivers, increased merchandise knowledge, improved speaking for salespeople, suggestion selling, and store arithmetic.

RATINGS AND EVALUATIONS. Reports by the employer are essential to the evaluation of a program of school and business education. The businessman can observe the student at work and judge his ability and progress. He can test the effectiveness of the program and suggest changes and improvements. He can convey his standards and requirements to the coordinator, and together they can translate them into classroom practices.

Reports may cover the performance on the job and the personality traits of the worker. Information on these factors becomes a basis for the content or emphasis of classroom instruction.

TESTS AND FOLLOW-UP STUDIES. Coordinators try to learn about the student prior to his placement in a business firm and his success after the completion of training. Through the use of tests, his aptitude and ability for work in a distributive occupation may be indicated. This practice is used by many business firms with the same types of tests used by the schools.

Schools are endeavoring to learn the location and employment of former students. They are asked what helped them most or where the school "missed the boat" in its training. Records of former students are obtained from personnel directors and other store personnel.

Summary

Efficient distribution is vital to the American economy. Thanks to the possibilities afforded by distributive education the manufacturer can operate with the assurance that the distribution system will handle his output effectively and that employment will be maintained.

The sales personnel of the manufacturer, the wholesaler, and the retailer form the keystone of the smooth distribution of goods. When warehouses of wholesalers and the shelves of retailers become clogged with merchandise, the impact is felt throughout the business structure. Cooperation of business and the schools is an important element in the efficient operation of our distributive system.

Bookkeeping and Accounting

(Continued from page 24)

must be brought in line with the modern objective of the elementary course. In the advanced course all business students who have given evidence of interest and competence in first year bookkeeping should be given an opportunity to learn more about and to obtain more practice in recording the financial activities of business.

2. We must set up new objectives for the advanced course. The purpose of the second-year course should not be to train full charge bookkeepers. It is true that a student who has completed the advanced course should be able to hold down a bookkeeping job. But this does not mean that only prospective bookkeepers should enroll in the second year course. The major purpose of the advanced course should be to provide additional experiences and practices in applying the bookkeeping principles taught in elementary bookkeeping. It is not the purpose of the advanced course to train accountants and auditors.

3. We must do such a good job in teaching elementary bookkeeping that many of our students will be inspired to continue with the advanced work. While there is no scientific data to prove it, experience has shown that many second-year students come from the classes of the most successful first-year bookkeeping teachers. Success in the elementary class is an important factor in the selection of advanced bookkeeping. A good elementary bookkeeping teacher will make it his business to encourage his most capable and interested students to continue their studies in the field.

4. We must reorganize the content of the second-year course. The average business student who completes the advanced course will seldom have an opportunity to organize or reorganize a partnership. He will probably never face the problems dealing with the admission or withdrawal of a partner. Why bother him with the complicated computations relating to the admission of a partner on the bonus, goodwill, interest, or investment plans? There is even considerable doubt whether high school students should be confused with all the possible variations in distributing partnership profits.

Another segment of content which has very questionable practical value to second-year students is the handling of intricate corporation details. What experience is the high school graduate likely to have in handling: Subscriptions Receivable, Capital Stock Subscribed, Organization Expense, Capital Stock Common, Capital Stock Preferred, Subscribers Ledger, Stockholders Ledger, Stock Transfer, Treasury Stock, Donated Surplus, Paid-In Surplus, Premium on Capital Stock, Dividends Payable, or Bond Sinking Fund? No corporation will ever entrust the handling of these important accounts to an employee whose preparation in the field terminated with a high school diploma. Furthermore, instead of struggling with these complicated situations, the second year student could be making out payrolls, bank reconciliations, or monthly statements of accounts.

There is also a serious question whether high school students can do much with cost accounting. It is unlikely that an organization large enough to have a complicated cost system of bookkeeping would let an employee with only a high school diploma handle: Direct Labor, Overhead, Raw Materials Inventory, Goods in Process Inventory, Finished Good Inventory, Indirect Labor, Overabsorbed and Underabsorbed Overhead. The second-year bookkeeping student does not have the necessary background or experience to master these difficult details.

5. We must change our techniques of teaching the advanced course. Many bookkeeping teachers feel that the advanced students know bookkeeping and hence very little teaching is necessary. They work on the assumption that the student need merely do one problem after another and one practice set after the previous one has been completed. This is a false assumption. The second-year course requires the best teaching possible in order to teach all the related business practices and applications. The teacher must constantly supply information of a practical nature. The teacher must point out the various techniques used in different business organizations in the treatment of certain data.

The major purpose of this article is to remind business educators that second-year bookkeeping can and should be a constantly growing phase of business education. It is time for us to stop believing and saying that the trend is toward one year of bookkeeping. It is easy to talk about a trend while we ignore the thousands and even hundreds of thousands of boys and girls who could profit from the study of a functional second-year bookkeeping course. Why not start a trend toward teaching second-year bookkeeping in any school with a large enough student body to support such a program?

General Clerical

(Continued from page 26)

sent to a large group. The secretary who prepared the stencil was a good typist, but due to the lack of knowledge of other important steps in duplicating, nineteen errors appeared on the one sheet. The copy was readable but not acceptable by any standard. Many tricks-of-the-trade must be learned before good duplicated copy can be produced. This is especially true if the copy contains pictures, lines, diagrams, charts, graphs, handwriting, and color other than black and white.

Not only may students become operators of duplicating equipment by taking such a course, but they may become outstanding clerical office workers by being able to anticipate and imagine the many applications of duplicating that can be applied in office routine.

Coordinating Duplicating and Calculating-Accounting

We try to coordinate our duplicating with accounting and billing machines. Forms such as invoices, payrolls, time sheets, and others which can be in used the accounting and calculating courses are prepared in the duplicating course. Items of entry are prepared and calculated on the duplicated forms in the other class. Students take

duplicating and accounting machines simultaneously or take accounting-calculating machines the semester that follows duplicating.

At present, the machine accounting course offered at our university involves the use of seven different accounting machines. In one semester the students become familiar enough with accounting machines in general to be able to adapt to almost any type of machine on the job. This is accomplished by exposing each student by degrees to each machine.

The instructor first introduces the students as a group to each of the seven machines. The simplest machine to operate is taken up first. The machine, its functions and nomenclature, is discussed before demonstrating the actual operation. The form used in the machine is discussed in some detail and exhibited to the group before inserting it into the machine. The first step in the accounting process is taken up with a detailed explanation of each operation. After running through the process two or three times, the instructor might ask a student



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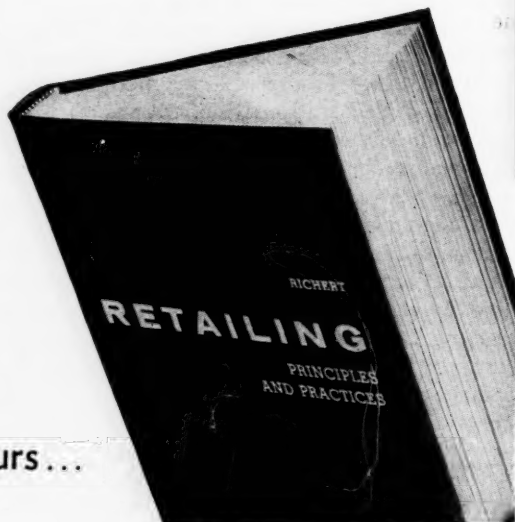
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to explain each of the steps as they are taken up. When the instructor has gone over the operation so that he is certain that all of the students are familiar with it, he will select a student to take his place at the machine. The student will go through each step of the operation, explaining it as he does. If he encounters any difficulty, the other students coach him. Each student is given a chance at the machine before the group moves on to another machine. This procedure of letting each student get a chance to operate each machine is followed until all of the machines have been covered. To the beginner it may seem a waste of time, but it pays off later in student self-confidence and by cutting down the time needed for individual instruction. Also, working as a group tends to minimize any fears that the individual student might have brought into the classroom with him.

Students are given practice problems to work on assigned machines. They are allowed to practice on the machine until they feel that they have mastered the operation. At that time, they are rotated to another machine. Rotation is continued until all of the students have practiced on each of the machines.

Assignment of problems and machines follows and the students are permitted to start work. At first, the process is slow. As the students begin to master the technique they start to speed up operations. Some students understand the process more readily than others, resulting in completion of a problem in less time. If a machine is available, students are reassigned and allowed to start on another problem. If no machine is available, they are assigned another problem and permitted to work on the part that does not involve the use of an accounting machine, for example, calculating the wages and deductions of a payroll problem. When assigning an operator to a new machine, the instructor will, if possible, have another student who has operated the machine before demonstrate and explain its operation. Having a student explain the operation of a machine to another student more firmly establishes that machine in his mind. The instructor, of course, will check with the new operator before allowing him to begin work on the actual problem. This is not laziness on the part of the instructor, but good practice for the student because in an actual working situation he may be called upon to demonstrate an accounting machine to another employee.

As each student completes a problem on a machine, it is turned in to be graded. Emphasis is placed on accuracy and neatness. Errors that are corrected in proper accounting form are not deducted from the student's grade. The actual grade is based on the amount of work turned in, the accuracy of the work, and its neatness. An essay type final examination is given wherein the student is required to evaluate the adaptability of the machines.

Our experience has shown that students gain more from related courses in office practice than in one combined course. This is true so far as the incidental learning is concerned as well as the technical skills involved.

CONVENTION ATTRACTS TOP BUSINESS EDUCATORS

Highlights of the Joint Convention of the UBEA specialized Divisions centered around the theme "Business Education and Economic Competency." The meeting was held February 16-18 at the Conrad Hilton Hotel in Chicago.

At the opening session, the keynote speaker, Galen Jones, told the group that with few exceptions American schools do not give the students the economic understanding necessary for intelligent participation in our complex economy. Speaking further on the role of the schools in raising economic understanding, Dr. Jones stressed the full utilization of community resources, provisions for a program of in-service training of teachers, and the making available of good classroom materials. Toward the attainment of the last named objective, the Council for Advancement of Secondary Education has by its

painstaking research made a notable contribution in releasing a composite list of basic economic topics. Dr. Jones is director of the Council.

Kerry Smith, executive secretary of the Association for Higher Education, NEA, who spoke at the luncheon session on "Current Issues Facing Higher Education" listed several areas of concern which must be solved to meet the age of automation and the impact of increased enrollment on the high schools and colleges. Jose Campos of the A. B. Dick

Company opened new vistas for American business in his address on "International Trade." Each person who attended the convention had an opportunity to participate fully in group discussions and buzz sessions sponsored by the four specialized Divisions of United Business Education Association.

Executive sessions of the National Council for Business Education, National Association of Business Teacher-Training Institutions, U. S. Chapter of ISBE, Research Foundation of UBEA, and the Administrators Division of UBEA, were held in Chicago prior to or immediately following the convention.

THESE WERE THERE—Dorothy Veon (left below) presided at the meetings of the International Division. . . . Verner Dotson, Cora Warner, Marguerite Crumley, Parker Liles, and Edith Sidney (below), supervisors of business education were among the participants. . . . Galen Jones (lower left) gave the keynote address; Lewis Toll, Milton Olson, and Lewis Boynton were responsible for the teacher education program. . . . E. C. McGill, UBEA President; Theodore Yerian; and Theodore Woodward (lower right) were among the national leaders at the convention.



Joint convention of specialized divisions



IN ACTION



Joint convention of specialized divisions



THESE WERE THERE, TOO . . .

- **ADMINISTRATORS DIVISION**—Top, left to right: Bernard Shilt, Frances Doub North, David Satlow, Katherine Van Buskirk, Parker Liles, Leslie Whale, Edith Sidney, and Enos Perry provided a challenging program at the session for supervisors and department heads.
- **RESEARCH FOUNDATION**—Left: John Trytten, Harves Rahe, and Fred Archer presented progress reports and the new publication, "Needed Research in Business Education," at the meeting. Twelve groups held sessions at which suggestions were made for use of the publication.
- **NABTTI**—Left: Joseph DeBrum, Donald Tate, Lewis Boynton, Lewis Toll, Hollis Guy, Robert Bell, and Theodore Woodward spent many hours in executive sessions of the teacher education division.
- **FELLOWSHIP LUNCHEON**—Lower left: Kerry Smith addressed this receptive audience at the luncheon session.
- **BUZZ SESSION**—Below: D. D. Lessenberry, Cora Warner, and Loren Carmichael were among the many persons who participated in the "buzz sessions."



AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATIONS

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Education Association
 Nebraska Business Education Association
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators' Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Business Teachers Association
 Tennessee Business Education Association
 Texas Business Education Association
 Tri-State Business Education Association
 Utah Business Teachers Association
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Associations
 West Texas Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association
 Western Business Education Association
 Central Region of UBEA
 Mountain-Plains Business Education Association



IDAHO—The geographic barrier was broken by the Idaho Business Education Association when the group had 100 per cent representation at its first two-day convention. "Let's be alive in '55 with a membership of 105!" was the challenge given to the business teachers. The goal has been reached for this school year.

WESTERN REGION

California Bay Section

Over four hundred teachers attended the convention of the Bay Section of the California Business Education Association held recently at Stanford University. Herbert Tonne, New York University, discussed the topic, "Automation and Business Education." The teachers also heard from an automation expert and from a number of office managers who participated in the problem clinics. Fred Cook, Stanford University, was the general chairman for the meeting. George Madison of Contra Costa Junior College is president of the Bay Section.

Central Washington

The Central Washington Business Education Association held its spring meeting in Seattle. Ray G. Price, University of Minnesota, Minneapolis, addressed the group at the breakfast session on "Business Education, Then and Now."

New officers elected at the meeting are: President — Lucile Windham, Kittitas High School; vice president — Janet Houtchens, Wenatchee; and secretary-treasurer — David Shade, White Swan High School.

EASTERN REGION

Pennsylvania

New officers of the Pennsylvania Business Educators Association for 1956 are: President—Renetta Heiss, Altoona High School, Altoona; vice presidents—Kenneth A. Shultz, William Penn Senior High School, York, and T. H. Penar, Grove City College, Grove City; secretary—Edith Fairlamb, Reading Senior High School, Reading; and treasurer—William Whiteley, Reading Senior High School, Reading.

Connecticut

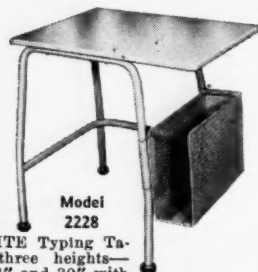
The date for the 52nd Annual Convention of the Connecticut Business Educators' Association to be held on the campus of the University of Connecticut, Storrs, has been changed from May 5 to May 12. The president of the association, Anne M. Hogan of Putnam High School, will preside at the meeting. Other officers include: vice president—G. Laurens Attwill, New London Public Schools; secretary—Charles E. Seney, Putnam High School; and treasurer—Josephine Cribbins, Woodbridge High School.

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MOUNTAIN-PLAINS REGION

Texas

R. L. Higginbotham of Houston, was named president of the Texas Business Education Association at the state convention held in San Antonio. Mr. Higginbotham, who is director of business education for the Houston Independent School District, succeeds Faborn Etier, director of business services at the University of Texas.

Other officers elected at the convention are: Norma S. Hall, Lamar State College of Technology, Beaumont, vice president; Elizabeth Seuffer, Milby High School, Houston, treasurer; Illice Iio, Burbank Junior High School, Houston, reporter; and Phelma Moore, Pan American College, Edinburg, historian.

The group voted to hold its 1956 meeting in Houston. A report of tentative recommendations from the UBEA Centennial Action Committee for Business Education was presented by Vernon V. Payne of North Texas State College. The business meeting was followed by an address by L. D. Haskew, Dean of the College of Education at the University of Texas.

Two sectional meetings were held in the afternoon, one on "Bookkeeping and Basic Business," directed by Herman G. Enterline of Indiana University, and the other on "Secretarial Office Practice," conducted by Madeline Strony of the McGraw-Hill Book Company.

Special music for the luncheon meeting was provided by C. F. Schneider of Victoria and Weldon Thomas of San Antonio. The invocation was given by Oscar Miller, assistant superintendent of the San Antonio Independent School District.

SOUTHERN REGION

Arkansas

The Arkansas Business Education Association has scheduled several regional conferences to be held in the various districts during the spring. District IV has scheduled its meeting at Ouachita College. Presiding will be Ethel Hart, president of the Arkansas Business Education Association. The main speaker will be Alvin Dickinson of the University of Arkansas. The speaker for the regional conference in District III will be Gerald Porter of the University of Oklahoma.

Florida

Plans are under way for the Fifth Annual Business Education Workshop sponsored jointly by FBFA, Florida State University, University of Florida, and the General Extension Division of Florida. The workshop will be held at the New Florida Hotel, Lakeland, on September 28-29. The consultant for the meeting will be Herman G. Enterline, Indiana University, Bloomington. The workshop will be devoted mainly to the revision of the Florida bulletin of the courses of study in business education.

North Carolina

The Business Education Department of the North Carolina Education Association met in Raleigh on March 24. The program featured a panel discussion of "A Proposed Plan for Cooperation in Improving Business Education in North Carolina." Persons participating on the panel included: Vance Littlejohn, Kathryn McIntire, Dan Motley, and Lois Frazier.

The Annual Business Education Conference was held on the campus of Woman's College, University of North Carolina, on March 10. The conference was devoted to a discussion of problems in office machines and bookkeeping instruction. Theodore Woodward, George Peabody College for Teachers, Nashville, and R. D. Cooper, South-Western Publishing Company, led the discussion.

South Carolina

The spring meeting of the South Carolina Business Education Association convened on the University of South Carolina campus on March 15. The opening session was a luncheon with Margaret P. Holliday, president, presiding.

R. D. Cooper, South-Western Publishing Company, spoke to the group on "Bookkeeping—Methods and Visual Aids." Mr. Cooper placed emphasis on the effectiveness of visual aids for bookkeeping classes, and he offered many suggestions for making practical and effective aids to fit the individual classroom needs.

The highlight of the business session was the election of officers for the ensuing year. Officers for 1956 are: Marguerite Hendrix, president, Taylors High School, Taylors; Caroline McFadden, vice president, Fort Mill High School, Fort Mill; and Meta Callahan, secretary-treasurer, Slater-Marietta High School, Greenville.

The faculty of the University of South Carolina School of Business honored the Executive Board with a reception at the close of the business session.

The Mountain-Plains News Exchange

Published by Mountain-Plains Business Education Association, a Region of UBEA

Volume IV

Spring 1956

Number 2



WICHITA—A friendly welcome awaits members of the UBEA-MPBEA who will attend the convention in this modern city.

THE AIR CAPITAL OF THE NATION IS CALLING YOU!

When? June 14-16, 1956

Where? Broadview Hotel, Wichita, Kansas

Why? The Fifth Annual MPBEA Convention

Theme? Business Education in the Air Age

June 14 may be a sweltering day when the MPBEA members meet in Wichita, but do not worry. The Broadview Hotel is completely air-conditioned and all events will take place there. The hotel is spacious, beautiful, friendly, and within walking distance of the downtown shopping center and the industrial area. The food is delicious! Also, there is plenty of inexpensive parking space back of the hotel and across the street.

You will want to visit one of the boom cities of the United States in 1956, one that is producing airplanes to protect you and to keep the peace, and one that produces more commercial planes than any other city in the nation.

A committee is arranging a tour of the Wichita-Boeing Aircraft Company for Thursday afternoon. It means a lot of walking so wear the shoes for walking! If you are interested in this tour, will you please write to the general chairman so that an estimate may be made of the number of business teachers wishing to take the tour.

Life is moving so fast in Wichita that it is difficult to tell you what to expect by June. If you are familiar with the City now, you won't be by convention time with all the new building in the heart of Wichita. Even native Wichitans get lost within the city limits.

The entire state is busy preparing for your coming! There is always something to do in Wichita and your committees are making plans for your enjoyment every minute of your stay.

I hope to see you June 14 to June 16, at the Mountain-Plains Convention.—FAYE M. RICKETTS, *General Chairman, 1956 Convention.*

YOU ARE INVITED. . .

. . . To the UBEA Representative Assembly for the Mountain-Plains Region, to be held at the Broadview Hotel, in Wichita, Kansas, on June 14, 1956.

Since all of the state business education associations within the Mountain-Plains Region are affiliated with the UBEA, each will be officially represented at the Representative Assembly. Delegates, selected by the members of the state organization or by executive officers, will represent you. However, you, too, will be very welcome. It will give members an opportunity to learn more about what UBEA is doing for you than you have ever known before.

Your delegates have been given the responsibility of carrying your views and your recommendations to the Assembly. Have you told them what your wishes are? Have you told them how you believe that your organization can do its part in improving business education in the United States? Have you told them the ways you believe UBEA can help business education in your state? Your delegates cannot serve effectively without your suggestions and recommendations.

Very likely, you helped elect your delegates; however, if you do not know who they are, your state president can give you their names. Write to your state delegates. Congratulate them for having been selected for this important honor and responsibility. They deserve special recognition.

If you contribute your ideas, you will be helping to make this an exceptionally worth-while Representative Assembly, at a cost of no more than a postage stamp. And UBEA—your national organization—will be strengthened through your interest and co-operation.

Come if you can. If you can't come, send your ideas. We want you there in body or spirit. You are invited!—DOROTHY L. TRAVIS, Vice President, MPBEA, and UBEA Liaison Officer for Affiliated Associations

YOU CAN DO IT!

Who can do *what*? You, as enthusiastic UBEA-MPBEA members, can rocket the Mountain-Plains membership record "over the top" by convention time!

How can *you* do that? If each one of you will recruit just one business educator for membership in UBEA-MPBEA, the Mountain-Plains membership total will easily shoot past this year's goal of 1,300! Yes, it is even possible that Mountain-Plains members could number in the 2,000's!

Incidentally, have *you* checked your own membership card recently? If it is time to renew, *you* will have two memberships to put into the mail by convention time—your own renewal and one new membership.

Will Mountain-Plains grow to the 2,000 category by convention time? The responsibility for an affirmative answer to that question lies with *you*, as enthusiastic UBEA-MPBEA members. It is *you* who can send in those new memberships and answer with an emphatic, "Yes!"—DOROTHY HAZEL, *Regional Membership Director*

Mountain-Plains Convention—

THE PRESIDENT'S MESSAGE

"Ring out the old, ring in the new. . ." What better place and time than at our regional convention in Wichita, June 14-16, after this school year has ended.

Give yourself a lasting reward for work well done and give us the pleasure of sharing it with you. The reward? Three days of professional and social pleasure in the luxurious Broadview Hotel and in the Air Capital of the World—Wichita.

On June 14 several hundred business educators from all of our nine states will ring out the old in Wichita. Make your reservation now and join us.

"Ring in the new. . ." At no other time in the year are we more conscious of the need for new ideas, of the need for talking over with others our problems and our accomplishments, than at the close of a school year. June 14-16 is that time.

Ring in the new at the MPBEA convention and satisfy this need.

The professional program prepared by chairman Gerald Porter and his committee is most tempting. You can't afford to miss it.

The banquet, the luncheons, the exhibits, and the one thousand-and-one important details that make a successful convention have already been arranged by our six-star convention committee directed by the general chairman, Faye Ricketts.

Only your presence is needed to make this convention the greatest in the history of MPBEA. I know you will be there.
—CLYDE BLANCHARD, *MPBEA President*

ALONG THE TRAIL

New Addresses. Florence Althon from Mitchell, South Dakota, to Canby, Oregon. . . . Gordon T. LeBoutillier, graduate of General Beadle Teachers College, Madison, South Dakota, has accepted a position with Remington Rand in Sioux Falls. . . . Lee Johnson has retired as head of the Department of Business Education at West Texas State College, and has gone into the insurance business in Amarillo. . . . New business teachers at San Jacinto High School, Houston, are Saidee Sherrill from Milby High School, Houston, and Robbie Byer from Jefferson Davis High School, Houston. Transfers to the new Bellaire High School, Houston, are Rivers Lodge from Jefferson Davis High School, Houston, and Elizabeth Miller from River Oaks Elementary School, Houston. Alf Christian from Lamar Consolidated School, Richmond, to Milby High School, Houston. . . . Richard S. Dale has joined the faculty of Highlands University, New Mexico, as assistant professor of business administration. He received the Ed.D. degree from New York University last summer. . . . Jack Whisenhunt, Arcadia High School, Oklahoma, has accepted a teaching position for the second semester at Northeastern State College, Tahlequah, Oklahoma. . . . Betty Scott, a recent graduate at Kansas State Teachers College, Pittsburg, has accepted a teaching position in Cherryvale, Kansas.

CONDENSED PROGRAM

Thursday—June 14, 1956

UBEA REPRESENTATIVE ASSEMBLY (1:30 P.M.)

PRESIDING—E. C. MCGILL, President, UBEA, Kansas State Teachers College, Emporia

Roll Call and Accrediting of Delegates of Affiliated Associations—HOLLIS GUY, Executive Director, UBEA, Washington, D. C.

Business Session and Discussion Group Meetings
(All members of UBEA-MPBEA are cordially invited to attend the Representative Assembly)

REGISTRATION AND OPENING OF COMMERCIAL EXHIBITS (1:30 - 5:30 P.M.)

TOUR OF BOEING AIRCRAFT CO. (2:00-4:30 P.M.)

BANQUET (6:30 P.M.)

PRESIDING—CLYDE I. BLANCHARD, President, MPBEA, Tulsa, Oklahoma

WELCOME—Mayor of Wichita

ADDRESS—"Aviation—Bridge Between Peoples," PHILIP W. GEARY, Air World Education, Trans World Airlines, Inc., New York

Friday—June 15, 1956

PAST PRESIDENTS' BREAKFAST (8:00 A.M.)

PRESIDING—VERNON V. PAYNE, Immediate Past-President, MPBEA, North Texas State College, Denton

DISTRIBUTIVE EDUCATION BREAKFAST (8:00 A.M.)

PRESIDING—H. D. SHOTWELL, State Supervisor of Business Education, Topeka, Kansas

GENERAL SESSION (9:15 - 10:15 A.M.)

THEME—"The Scope and Implications of Automation in the Office"

CHAIRMAN—RUBEN J. DUMLER, Treasurer, MPBEA, St. John's College, Winfield, Kansas

SPEAKER—IRENE PLACE, School of Business Administration, University of Michigan, Ann Arbor

RECORDER—ALBERT H. GABRIEL, JR., Altamont High School, Altamont, Kansas

GENERAL SESSION (10:30 - 11:30 A.M.)

THEME—"Added Date Processing"

CHAIRMAN—DOROTHY HAZEL, MPBEA Regional Membership Director, Longmont, Colorado

SPEAKER—HENRY I. DAVISON, Moore Business Forms, Inc., St. Paul, Minnesota

RECORDER—FRANCES MILLER, High School, Beresford, South Dakota

DELTA PI EPSILON LUNCHEON (12:00 noon)

PRESIDING—RAYMOND R. WHITE, President, Sigma Chapter, University of Oklahoma, Norman

ADDRESS—"Delta Pi Epsilon, Past, Present, and Future," THEODORE WOODWARD, National President, DPE, George Peabody College for Teachers, Nashville, Tennessee

(All business teachers are cordially invited to attend this luncheon which is sponsored by the DPE chapters in the MPBEA Region)

Wichita, Kansas—June 14-16, 1956

SECTIONAL MEETINGS (1:45 - 3:45 P.M.)

SHORTHAND SECTION

RESOURCE PERSON—JOHN L. ROWE, University of North Dakota, Grand Forks

BASIC BUSINESS SECTION

TEACHER OF DEMONSTRATION CLASS—GLADYS BAHR, New Trier High School, Winnetka, Illinois

VISIT EXHIBITS (4:00 - 5:00 P.M.)

BUFFET SUPPER (6:30 P.M.)

KANSAS FROLICS—Local Talent From Kansas

MASTER OF CEREMONIES—FRANCIS JABARA, University of Wichita, Wichita, Kansas

Saturday June 16, 1956

SECTIONAL MEETINGS (9:15 - 11:15 A.M.)

CONVENTION COMMITTEES

General Chairman: Faye M. Ricketts, University of Wichita, Wichita
Co-chairman: Louise Keller, West High School, Wichita

PROGRAM

Chairman: Gerald Porter, University of Oklahoma, Norman

PUBLICITY

Chairman: Ralf J. Thomas, Kansas State Teachers College, Pittsburg
Co-chairman: Raymond B. Russell, Kansas State Teachers College, Emporia

EXHIBITS

Chairman: Della Bates, University of Wichita, Wichita

GIFT AND FAVORS

Chairman: Sister Joseph Marie, Marymount College, Salina

RESERVATIONS

Chairman: Frances Brooks, North High School, Wichita

REGISTRATION, INFORMATION, AND SERVICE

Chairman: Wilbur C. Dorsey, East High School, Wichita

KANSAS FROLIC

Chairman: Francis Jabara, University of Wichita, Wichita

MENU

Chairman: Nelle S. West, East High School, Wichita

DECORATIONS

Chairman: Lydia Koby, North High School, Wichita

TRANSPORTATION

Chairman: Neil Warren, Planeview High School, Wichita

TYPEWRITING SECTION

RESOURCE PERSON—T. JAMES CRAWFORD, School of Business, Indiana University, Bloomington

BOOKKEEPING SECTION

TEACHER OF DEMONSTRATION CLASS—RAMON HEIMERL, Colorado State College of Education, Greeley

CLOSING LUNCHEON (12:15 P.M.)

PRESIDING—DOROTHY TRAVIS, Vice President, MPBEA, Central High School, Grand Forks, North Dakota

SPEAKER—CLYDE I. BLANCHARD, President, MPBEA, Tulsa, Oklahoma

Presentation of the officers of the Mountain-Plains Business Education Association for 1956-57

AWARDING OF PRIZES

PLANNING COMMITTEE—Here are a few of the persons whose experiences and vision will make the MPBEA Convention an outstanding event for business education in 1956.



KANSAS ARRANGEMENT

Chairman: William A. Nielander, University of Wichita, Wichita

Co-chairman: Faye M. Ricketts, University of Wichita, Wichita

MPBEA OFFICERS

President: Clyde I. Blanchard, Tulsa, Oklahoma

Vice President: Dorothy Travis, Central High School and University of North Dakota, Grand Forks

Executive Secretary: Agnes Kinney, North High School, Denver, Colorado

Treasurer: Ruben J. Dumler, St. John's College, Winfield, Kansas

Past President: Vernon Payne, North Texas State College, Denton

Editor: Jane Stewart, University of Nebraska, Lincoln

Convention registration, \$1.00 with your MPBEA-UBEA membership cards presented at the registration desk upon your arrival; \$3.00 to non-members.

Broadview Hotel, Wichita (Air-conditioned throughout)

ROOM RATES

Single rooms for one, \$5.50, \$5.75, \$6.00, \$6.50

Double rooms for two (double beds), \$7.50, \$7.75, \$8.00, \$8.50

Double rooms for two (twin beds), \$9.50, \$10.00, \$10.50, \$11.00

Triple bedrooms, for three, \$4.25 per person

Accommodations for four (double beds), \$3.50 per person

Dormitory, six persons per room, \$2.75 per person

Dormitory, eight persons per room, \$2.50 per person

* * *

For reservations write E. H. McLeod, Manager, Broadview Hotel, Wichita. Please cancel reservation if you find you cannot attend.

Note: Unless definitely requested reservations will not be held after 5:00 P.M.



MPBEA OFFICERS—Agnes Kinney, Clyde Blanchard, and Dorothy Travis (left) took time out at the February meeting of the UBEA Divisions to review plans for the Wichita Convention with representatives (right) of the state associations.



ALONG THE TRAIL—Continued

New Degrees. Roland Waterman, Colorado State College of Education, Greeley, received the Ed.D. degree from Teachers College, Columbia University, New York City in November, 1955. . . . Jill Kimrey completed requirements for the M.B.E. degree at the University of Oklahoma in January, 1956. Mrs. Kimrey teaches in the Department of Secretarial Science at the University. . . . Erma Lee Cosley was granted the M.B.E. degree by North Texas State College in January.

Graduate Study. Wallace Allen, Clay Center, Nebraska, will attend the spring session at Teachers College, Columbia University, New York City, to complete work on the master's degree. . . . Sid Thompson, Las Vegas High School, New Mexico, is taking a year's leave of absence to work on the doctoral degree at the University of Southern California. Barbara Admas is substituting for Mr. Thompson. . . . Harold Binford, Western (Colorado) State College, will be on leave beginning March 1 to work toward the Ed.D. degree at Indiana University.

Here and There. Nell Wallace, Milby High School, Houston, toured Europe and the Holy Land in the summer of 1955, returning by way of London to attend the Baptist World Alliance. . . . Saidee Sherrill, San Jacinto High School, Houston, attended the Methods Conference for teachers of Gregg shorthand in Chicago. . . . Elizabeth Seuffer, Milby High School, Houston, spoke at the district conference at North Texas State College, Denton, on March 10. Her topic was "Let's Teach Secretarial Students to Do Some Independent Thinking in the Classroom." . . . Janie Patterson, Milby High School, Houston, and M. E. Johnson, Jefferson Davis High School, Houston, changed positions from business teacher to counselor. . . . Carlos K. Hayden, University of Houston, spoke at the district conference of Texas State Teachers Association at Nacogdoches, March 10. His topic was "Business Education at Its Best." . . . Nelda R. Lawrence, University of Houston, spoke on "Executives Are Studying Letter Writing" at the Southwest Regional Meeting of the American Business Writing Association at San Antonio, March 30. . . . Irene Baird has returned to her teaching position in the Alamogordo High School, New Mexico, following a year's absence as exchange teacher to Buckhaven, Scotland. . . . Mabel Davies, Ft. Sumner, New Mexico, passed away last June following an extended illness. . . . John Binnion, Denver University, has been elected to membership in the

American Institute of Accountants. He is one of four to be elected to this honor in the city of Denver. . . . Olive June, Gypsum, Colorado, passed away in Glenwood Springs on January 12. . . . A new graduate program in business education will be offered by the University of North Dakota beginning with the summer session. The Annual International Conference on Business Education will be held at the University of North Dakota on June 18 and 19. Currently scheduled speakers will be D. D. Lessenberry, Vernon Musselman, John Beaumont, and Grace Phelan. . . . The distributive education class at Garrison, North Dakota, under the direction of Rentze Nicolay, took charge of the Farm and Home Show. This is a two-day affair and is sponsored by the local Chamber of Commerce. . . . Mrs. Earl Bute, Wahpeton, North Dakota, and Oswald M. Hager, University of North Dakota, attended a Textile Fiber Teacher-Training Institute at the University of Minnesota Center for Continuation Study on January 9-11. . . . On February 3, the committee working on the forthcoming "Business Course of Study for North Dakota" met in Jamestown. Richard K. Klein, State Director of Secondary Education, was in charge of the meeting. . . . Texas Technological College and Pi Omega Pi conducted its second annual clinic for business teachers on February 11. Ruth I. Anderson, North Texas State College, was the featured speaker. . . . Dorothy Hazel, MPBEA membership chairman, was initiated into Eta Chapter of Delta Pi Epsilon on February 4. . . . Howard Lundquest, Kansas State Teachers College, recently served on the North Central High School Evaluation Board. . . . Seventeen first-year business teachers who are graduates of Kansas State Teachers College, Pittsburg, recently returned to the campus for a one-day problems clinic. . . . Marie Vilhauser, Central College, Fayette, Missouri, will conduct a one-week graduate workshop in clerical-office practice on the campus of Kansas State Teachers College, Pittsburg, June 18-22. . . . Florence Lucas, Valley High School, Albuquerque, has been appointed acting vice-principal for the school year. . . . Ruth Anderson, North Texas State College, directed the second annual workshop for business leaders at Texas Technological College on February 11. She spoke at the February 24 meeting of the Texas Junior College Association in Austin. . . . UBEA's President, E. C. McGill of Kansas State Teachers College, Emporia, was named "Man of the Week" in Emporia and was featured in the Sunday supplement of the Emporia Daily Gazette.

NEWS REPORTERS. Bobbie Griffith, Panhandle A and M College, Goodwell, Oklahoma; Mabel Hartje, Jamestown, North Dakota; Georgeann Dykstra, Avon, South Dakota; R. W. Christy, Aurora, Colorado; Orvil Kiewer, Hillsboro, Kansas; Lilian Rogers, Las Vegas, New Mexico; and Nelda Lawrence, Houston, Texas. Jane Stewart, editor.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

OPERATION FBLA: A Prize-Winning Project

Reported by Chapter 906
Lincoln High School
Wisconsin Rapids, Wisconsin

In choosing a unique project, FBLA Chapter 906 tried to find one which would meet most of the objectives of FBLA and at the same time give many of the members an opportunity to participate.

On Business-Education-Labor Day, our FBLA sponsor chose to visit Johnson Hill's Department Store. The management of the store extended an invitation to our chapter to take over their store for a day so that the members could gain practical knowledge of all phases in the operation of a retail business. The project was received enthusiastically by the FBLAers and plans for the day were soon underway. After consulting with school authorities and store officials the date was set for March 5.

The store sent our chapter a list of all available positions. A committee of FBLA members designed an application blank which was distributed so each student might make a formal application for the job of his choice. Our FBLA sponsor and chapter president then made appointments on the basis of the applications. They found that the preferences varied so much that most of the 52 students were placed in the jobs of their choice.

After all appointments were made, the student president, vice president, and advertising manager met with the store's president, vice president, and advertising and promotion manager to make plans for the project.

The management and heads of the departments attended the next regular meeting of the chapter. Two of the officials explained what had been planned for FBLA Day and what was expected of those who were to participate. The students were divided into groups to work with their respective managers

STUDENTS TAKE OVER—Chapter members who directed store operations for a day performed their duties in a serious manner. They gained a wealth of experience in addition to having fun as office workers, store executives (upper right), trimming windows (center right), and selling to real customers (bottom). This project won first place for the Lincoln High School Chapter in the unique project event at the 1955 National Convention.



UNconfidential Report:

You Can Relax . . .

. . . because our younger generation, as some would have it, is not "going to the dogs", or even to the puppies. Wisconsin Rapids has some **grand** kids—and we would be sure this is true of all communities throughout the area.

J & H knows this as a result of the recent "Operation FBLA" in which about 50 Lincoln High School students prepared for and ran the store for a day. 'Course, there may be those who might say this was a select group. Such was not the case. These boys and girls were typical of today's teen-agers and represented a broad cross-section of families in this community.

You can take it from us, they were real "solid", or however modern youth puts it. Johnson Hill's found a diligence and a perception in these young people that was most reassuring, as well as a maturity to a surprising degree. We believe the effort would have been well worthwhile if only to illustrate the fact that our future generation really "has it." The experience also would be gratifying if it served only to give them confidence in their capacities and an insight into what the business world is like.

"Let's do it again!" is the word from one and all at J & H.

Johnson Hill's

OPERATION FBLA—Much publicity was given to the project through feature stories and advertisements in the Wisconsin Rapids Daily Tribune and the Milwaukee Sentinel. The advertisement reproduced above helped promote one of the objectives of FBLA, good school-community relationships.

and to discuss merchandising problems. The FBLAers were invited to the store to get additional information. The following day they went to the store where they assisted in buying merchandise, selected items to advertise, learned how to make out sales slips, mark goods, read codes, and many other things. During the week preceding March 5, many of the students assisted in trimming windows. Cards were placed in the windows to indicate that they had been decorated by the Lincoln High School Chapter of the Future Business Leaders. Each student was permitted to open an account for a week and to receive the regular discount allowed all employees.

The student ready-to-wear department manager and the merchandise manager were invited to accompany the vice president, Mr. Moberg, and the department buyer, Miss Wittenberg, to Wausau to see a showing of a summer line of dresses. The dress salesman was very interested in the project and explained many things about fabrics and general buying principles. The FBLA members were permitted to actually select some of the dresses for the store. On the same day the store arranged an interview on WSAU-TV for three of the students. During the interview the members explained our project and the purposes of our FBLA Chapter. An appeal was made to other schools to form FBLA chapters. The following day, three of our members were interviewed on radio.

The biggest individual job fell to the advertising and pro-

motion manager who arranged for meetings, lined up publicity, and worked many hours with the store's advertising manager, Mr. Youngerman. He was on call at all times as student coordinator.

All of this was preliminary to the big day, March 5, which will always be a red letter day on the FBLA calendar. At nine o'clock the students who had previously been instructed in store etiquette, proper dress, and store procedure arrived at the store to report to their respective posts. They did not actually take over the store—it should be said that the employees moved over and the FBLA members worked under their direction.

Would you like to tour the store with us? In the office you might see Diane and Agnes taking dictation, transcribing, typing store lists and restaurant menus; Leanne acting as cashier; Lois auditing sales slips; Shirley figuring discounts on the calculator; Kay at the adding machine. Or take the elevator to the third floor, where you might find Delores in the furniture department checking invoices, making out orders, or selling chairs and lamps; Judy in the drapery department unpacking goods, making out orders for the work room, preparing a credit memo, or selling draperies; Gloria in the ready-to-wear department marking merchandise, selling blouses and dresses, or putting merchandise on display. Now step into the president's office where you see Paul, who has already made a tour of the store, sitting in on conferences and news interviews, or learning about sales and mark-ups. Let's stop at Mr. Moberg's office where Katherine is learning the problems of the merchandise manager, signing orders from departments, and learning about the monetary system of inventory control. Then go to Mr. Youngerman's office where you will find Joyce still deep in advertising problems. Joyce has learned to write an ad and what happens to it from the time the information comes to the advertising department until it appears in the local paper. Go down to the first floor where you will find Gary doing a fine job of selling men's clothing; Lois doing equally well selling shoes; and many other students selling in the various departments on that floor. Now go down to the basement where you will find Beverly and Margaret selling and checking groceries. And you won't want to miss the two freshmen who were the pride of the manager of the hardware department. The rest of the fifty-two members would be doing equally interesting jobs. Ask any one of them what they think of FBLA Day and you will hear the same response—it is a wonderful experience which we hope will be repeated next year.

The project did not end on March 5. Four of our members already have part-time jobs at the store. Each student wrote a thank you letter to the person with whom he worked. At our next dinner meeting, the managers and heads of departments at Johnson Hill's Store were guests of the Chapter. We had a fine time discussing the project and were happy to learn that FBLA Day is to be repeated next year. As a special reward, the store is paying the expenses of one delegate to the national convention.

We recommend "taking over a store for a day" as a worthwhile project for any chapter, particularly if the store management and personnel are as enthusiastic about FBLA as Johnson Hill's. It was a truly wonderful experience for all of us. We feel that all members gained confidence and a knowledge of people and business which will benefit us in whatever occupation we may choose.

The NATIONAL BUSINESS EDUCATION QUARTERLY

Part I—Research

- Research in Business Education —*Carlos K. Hayden*
Planning and Selecting the Problem —*Jessie Graham*
Methods and Techniques of Research —*Alan D. Carey*
A Procedure for Making a Survey of Business Education
Practices in the High Schools —*Lawrence W. Erickson*
Preparation of the Research Report —*Earl A. Dvorak*
Research in Business Education Completed or Under Way,
1955 —*Mary Ellen Oliverio and Hollis Guy*

Part II—International

- Are You a Member of ISBE? —*Dorothy C. Myers*
Spotlight on Sweden—1955 —*Ann L. Eckersley*
Men, Wages, and Property in Sweden —*Mary B. McCabe*
Trade Unions in Scandinavia —*Dorothy H. Veon*
Sweden—A Pattern for Cooperation —*Dorothy C. Myers*

QUARTERLY
Spring, 1956
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The Spring Issue of *The National Business Education Quarterly* is a professional service of the UBEA Research Foundation and the International Division of UBEA. The subscription rate of three dollars a year includes a year's membership in the four UBEA Professional Divisions (institutions ex-

cepted). Many back issues of the *Quarterly* are available at the single copy rate. Write to the United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., for information concerning the *Quarterly*.

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- 
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- Each **SUPERVISOR** who promotes the tests
- Each **EXAMINEE** who takes the tests
- Each **SCHOOL** that gives the tests
- Each **COMMUNITY** where the tests are given
- Each **BUSINESS** that employs the examinees
- SOCIETY** in general because of increased office production, more contented employees, satisfied employers, better economic conditions in the area served by a local Business Entrance Test Center

WHO administers the NBET Program?

- The Joint Committee on Tests composed of outstanding educators and businessmen
- Regional test center directors
- Local test center directors

UBEA—NOMA JOINT COMMITTEE ON TESTS

For a descriptive folder write to

United Business Education Association, 1201 Sixteenth Street, N.W.
Washington 6, D. C.

